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ABSTRACT

This report highlights 11 family support programs that are serving one of the fastest growing groups in the United States--the Latino population. The programs described in this report differ from each other in terms of their structures and the types of families and communities served. They represent a range of geographic areas and vary in terms of sponsorship, goals, and services offered. In 1990, Latinos comprised only 9% of the total U.S. population, a figure that is expected to increase dramatically over the next decade. About 90% of Latinos live in urban areas and face the common challenges of urban life. After a discussion of data collection and analysis, the report considers program design and implementation, reviewing: (1) program approaches; (2) context; (3) goals; (4) strategies; and (5) outcomes. A consideration of the lessons learned from these programs makes it apparent that success depends on the fit between program philosophies and goals, the cultural sensitivity the program displays, the participation encouraged in the community, program flexibility, and the match between needs and services. An appendix presents brief profiles of the 11 programs. An abstract and the appendix are included in Spanish. Volume 1 contains 2 tables and 27 references. Volume II includes in-depth profiles of the following programs: (1) Advance Family Support and Education Program, San Antonio (Texas); (2) Bushwick Family Support Center of Family Dynamics, Inc., Brooklyn (New York); (3) Families in Partnership, Albuquerque (New Mexico); (4) Circulo de la Vida Familiar, Boulder County (Colorado); (5) Family Focus Nuestra Familia, Chicago (Illinois); (6) Family Visitor Program, Glenwood Springs (Colorado); (7) Florida First Start Program, Dade County; (8) Fruitvale Head Start Program, Oakland (California); (9) Betances Family Resource Center, La Casa de Puerto Rico, Hartford (Connecticut); (10) The Naranjo Migrant Child Development Center, The Foundation Center, Courtland (California); and (11) Project Early, Kansas City (Missouri). (SLD)

ED 403 370

Supporting Latino Families:

Lessons from Exemplary Programs

(Resumen en español)

Volume I

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Supporting Latino Families:

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(Resumen en español)

Volume I

Angela Shartrand

Harvard Family Research Project

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PREFACE

In the last decade, dramatic increases in the Latino population—coupled with a shift towards more family-focused, community-based services—have promoted an awareness of the needs of Hispanic/Latino families. Historically, in spite of their proportion in the U.S. population, vulnerable Latino families have experienced high levels of political invisibility and exclusion in the health and human services network. In this report, researchers at the Harvard Family Research Project (HFRP) collected data to assess what works in socioeconomically vulnerable Latino groups. The HFRP uncovered and confirmed that programs designed to strengthen Latino families must emerge from and respond to the needs of those particular families. These services operate in a social context of poverty, limited resources, service gaps, institutional bureaucracy, and discrimination. Consequently, service providers oftentimes must assume multiple roles as cultural brokers, family advocates, community developers and social change agents.

The findings of the Harvard Family Research Project on Latino families are timely, significant and compelling. The lessons learned and recommendations confirm that the elements of effective services emerge from the social, economic and ethnic context of the communities in which services are provided. The prevailing attitudes about culturally competent workers is only half of the story. Cross-cultural competence speaks to the almighty importance of understanding the detrimental effects of persistent poverty and closed opportunities for vulnerable Latino families and its effect on a future vision and hope. Unquestionably, it demands that service providers assume multiple, non-traditional roles of reinforcing the cultural strengths of Latino families, while simultaneously forcing down the systemic barriers of institutional exclusion and discrimination.

Effectiveness can only be achieved when there is understanding of the multiple factors that influence the particular needs of a group. Breaking the cycle of disadvantage is a dual responsibility of both the Latino group and the society to which they contribute. This partnership has just begun. These data affirm that vulnerable Latino groups are prepared to engage in those activities that will promote the health and social welfare of their families and children. However, their efforts will need to be encouraged and supported by society at large.

Ruth E. Zambrana, Ph.D.
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Introducción

Este reporte destaca 11 programas de apoyo de familias que están sirviendo uno de los grupos creciendo con más rapidez en los E.E.U.U. — la población Latina. Esperamos que, en leer el reporte y los perfiles, se pueda llegar a un sentido de las semejanzas y las diferencias que existen en medio de las familias servidas, a la vez dentro de cada programa y cruzando todos los programas. También esperamos que otros puedan utilizar la información para mejorar sus propios programas y enforzar los servios que ellos proveen a las comunidades que son culturalmente diversas.

Sección 1: Sobrevista

La Población Latina en los Estados Unidos: Diversa y Creciendo

Se espera que la población Latina en los E.E.U.U. se multiplicará dramaticamente durante la próxima década. Algunas de las circunstancias dificiles que los Latinos en los E.E.U.U. afrontan son altos niveles de pobreza; la alta proporción de nacimientos; barreras de cultura, economía e idioma; prejuicio, descriminación, y otros problemas sociales.

El termino "Latino," se refiere a las poblaciones que tienen alguna conexión — linguistica, cultural, u otra — con los paises hispano-hablantes de las Americas Latinas, aunque esta población es muy diversa. Los Mexicanos-Americanos, los Puertoriqueños y los Cubanos hacen casi ochenta por ciento de todos los Latinos in los Estados Unidos, pero las diferencias de posiciones socioeconomicas, niveles de educación, y localidad geográfica de los tres grupos hacen que cada uno sea distinto. La condición de imigración y nivel de aculturación son unas de las diferencias más sobresalientes en el número de Latinos en los Estados Unidos. Los imigrantes tienen que afrontar una barrera de idioma, la tensión de aculturación y asimilación, y la separación o el desbarro de su familia. Los Latinos nacidos en los E.E.U.U. difieren en terminos de primero idioma hablado, valores culturales y modos de vivir, y niveles de aculturación y asimilación. Los trabajadores migrantes de agricultura hacen otro grupo de Latinos importante y distinto.

Familias Latinas: Comprendiendo la Cultura y el Contexto

Investigaciones recientes sobre las familias Latinas demuestran los efectos combinados que la cultura y el ambiente tienen en la vida familiar, las prácticas de crianza, y las creencias culturales. En vez de enfocar en los aspectos desviadores de la cultura hispana y describir la cultura y las familias Latinas como homogéneas, estáticas y independientes de las influencias sociales y economicas, los investigadores están moviendo hacia descripciones más vivas de los procesos del desarrollo, las influencias contextuales, y las adaptaciones creativas que los Latinos y otros grupos culturales exhiben en varias circunstancias y en varios puntos en tiempo.

Un valor de la cultura Latina mencionado con mucha frequencia es la fuerte identificación y union a la familia. Parece que este concepto de "familismo" como un valor de cultura cruza las diferencias de etnia y niveles de aculturación. Otro tema común en la cultura Latina es el concepto de educación, que refiere a la enseñanza de los niños la importancia de la moralidad, el respeto, y la unidad de la familia, así como las esperanzas y aspiraciones para el buen éxito académico y en el empleo. Con respecto a las prácticas de crianza de las familias Latinas, es importante considerar que las conductas y los valores de crianza son formados por varios variables entrelazados, que incluyen

los recursos de la familia y de la comunidad, las creencias culturales, las experiencias que tuvieron los padres con sus propios curadores, y la confianza que tienen los padres en sus propias habilidades de ser padres eficaces. Raro es que se pueda separar la "cultura" de las otras influencias importantes.

Sección 2: La Colección y Análisis de los Datos

Se les escribió una carta a algunos programas de apoyo de familias pidiendo materias escritas que proveerían información que describe sus proyectos. Después, los programas fueron seleccionados según una combiñación de la criteria siguiente: (1) los programas que sirvieron un porcentaje significante de familias Latinas; (2) sirvieron a los niños que tuvieron entre zero y tres años de edad; (3) ofrecieron algunos servicios y referencias a la familia entera; (4) se trataron especificamente con las necesidades y las preocupaciones de las familias Latinas. En la selección final, se hizo un esfuerzo para representar con exactitud la variedad y diversidad de los programas sirviendo a los Latinos en los E.E.U.U.

Usando la información de las materias escritas y de las intrevistas con los directores y personal de los programas, perfiles completos de cada programa fueron escritos, que incluyeron una sobrevista de los servicios y las metas del programa, y las maneras en que el programa intentó a servir a la población Latina. Para explorar las metas y las preocupaciones de los participantes, intrevistas con grupos de enfoque de padres fueron conducidas en cuatro sitios. El propósito de tener grupos de enfoque de padres fue para dar énfasis a las maneras de mejorar y fortificar los programas de apoyo de familias en el contexto de los puntos de vista de las experiencias de los padres.

Sección 3: El Diseño y la Efectuación de los Programas

Acceso del Programa

Según nuestra investigación, parece que hayan cinco maneras claves en que los programas sirven a las familias Latinas; algunos programas corresponden con dos o tres parecidos en su trabajo.

1. Programas que evolucionan de su servicio a las comunidades Latinas. La población original fue Latina. Estos programas fueron menos explícitos en su discurso de los asuntos de la cultura porque no tenían nada con que se pudieran comparar.

2. Programas diseñados tomando en cuenta la cultura y el idioma. Un programa en particular fue muy consciente de los asuntos de la cultura en su diseño, y intentó proveer servicios de una calidad alta a las comunidades minorias diversas.

3. Modelos de los programas que son adaptados o motificados para servir a la comunidad Latina o multiétnica. En esta situación, un modelo establecido (por ejemplo, "Parents As Teachers," "HIPPY," "Head Start") estuvo hecho a medida para funcionar en una comunidad local. El grado de adaptación es muy variado.

4. Programas que utilizan las organizaciones o agencias Latinas basadas en la comunidad para patrocinar un sitio del programa o proveer servicios que son capaces culturalmente . Para este acceso, los programas se aprovechaban de las agencias ya establecidas en la comunidad que tenían la habilidad de servir la población Latina. Los programas o las iniciativas desarrollarían contratos con estas agencias para proveer un servicio particular, por ejemplo servicios medicales o de salubridad mental, o para patrocinar o realizar el programa.

5. Programas que toman una via multiétnica para servir las varias etnias y culturas, haciendo adaptaciones a base del individuo o la familia. Los programas honraron los antecedentes de todas las familias, tuvieron un plan de estudios que integró muchas culturas, tuvieron empleados que reflejaban la comunidad multiétnica, y celebraron una multiplicidad de culturas, tradiciones, e idiomas.

El Contexto del Programa: Metas Multiples, Necesidades Multiple

En cuanto se trata del diseño y la realización de los programas, es importante considerar el contexto en que funcionan los programas. Los programas son afrontados con las dificultades de ayudar a las familias recibir las necesidades basicas, de ayudar a las familias navigar el sistema Americano, de integrar con buen éxito la información que tiene el programa sobre ser padres con las creencias y prácticas que ya tienen las familias de la crianza, y de reforzar la capacidad de los participantes y miembros de la comunidad para que puedan ser líderes en el programa y en la comunidad. Los programas hacían varios papeles para alcanzar estas exigencias, y muchas veces surgieron tensiones a causa de balanzar la necesidades en discordia, organizar las metas, y dirigir el tiempo y los recursos.

Uno de los temas más impresionantes que emergió de las intrevistas con los empleados fue de las exigencias que afrontan los programas en ayudar a las familias recibir las necesidades basicas. Problemas sociales como la pobreza, el crímen, y el disempleo hacían que las necesidades de las familias fueran abrumadores y la tarea de conectar las familias con servicios insuperable a veces. La mayoría de las familias servidas por los programas eran o de clase obrera, o de clase bajo-mediana, o recibían asistencia pública. Sin cambiar la situación financiera de las familias, algunos de los empleados se sentían que el programa pudiera solamente proveer ayuda de corto plazo para las necesidades del momento.

Mientras algunas comunidades tenían redes fuertes de servicios sociales basadas en la comunidad, otras mencionaron vacios en servicios que proponían barreras numerosas a las familias, por ejemplo, la falta de servicios del cuidado de niños, servicios que son apropriados culturalmente y linguisticamente, oportunidades del empleo y de aprender destrezas de trabajo, alojamiento de bajo costo, transportación, y suficiente cuidado de salud. Uno de las oposiciones más grandes con cual los programas se trataron fue de ayudar a las familias recien llegadas navigar "el sistema" de los E.E.U.U. — servicios sociales, la educación, cuidado de salud, y servicios legales — que en la mayoría de casos eran inadecuados en servir a la población de hispanohablantes. Las barreras de la institución, particularmente debido a los requisitos de eligibilidad de las leyes de imigración, hacían que fuera difícil ayudar a las familias hacer accesibles al seguro medico y *Medicaid*, asistencia de alojamiento, AFDC, y empleo estable. Además, los programas han sido afectados negativamente por los sentimientos contra la imigración en los E.E.U.U.

Los programas se enfuerzan a incorporar los perspectivos de los padres sobre ser buenos padres, los valores de la crianza, y las metas que tienen para sus hijos. Los valores de la crianza especificamente culturales incluyeron enseñando a los hijos comportamiento respetuoso y apropriado, especialmente hacia los padres y como los hijos deben comportarse en público. Los programas notaban que muchos padres Latinos querían que sus hijos llegaran a ser buena gente y buenos ciudadanos, y se referieron al concepto de "bien educados," que incluía queriendo que sus hijos aprendieran a ser responsables, compartir y ayudar a otros, y de no ser codiciosos.

Las Metas del Programa

Cinco temas principales describen las metas mayores expresionadas por los programas. El primer tema se trató con adelantar la habilidad y confianza de los padres, que incluía enterar a los padres de su papel central en el desarrollo y el aprendizaje de sus hijos, desarrollar la confianza de los padres en su habilidad de llevar a cabo este papel con buen éxito, y preguntar a los padres lo que quisieran para sus hijos.

El segundo tema era de mejorar como funciona la familia. La mayoría de las esfuerzas en esta area consistieron en hacer que la familia fuera enterada de sus fuerzas; ayudar a la familia articular las metas, identificar los problemas, y hacer sus propias decisiones; mostrar a los miembres de la familia como usar las fuerzas y recursos de la familia para resolver problemas y interceder por si mismos; y crecer en el conocimientos de las relaciones familiares y las prácticas de la crianza.

Animar a los adultos hacia su propio desarrollo fue un tercer tema que emergió mientras los programas expresaban sus metas. Los programas hacían efuerzas de reforzar un sentido de validez, propósito, y control en los individuos, en su vida familiar y en la comunidad. Presentando oportunidades de adquirir las destrezas basicas, como la capadidad de leer y escribir, y la facilidad del inglés, era normalmente el primer paso en este proceso.

El cuarto tema que emergió fue de ayudar a las familias vencer la barrera de idioma. Los programas trabajaban hacia esta meta por ofrecer oportunidades de aprender inglés, y también por emplear a personas bilingües y ofrecer información en los dos idiomas.

El quinto tema se centró con promover el envolvimiento activo en hacer decisiones dentro de la comunidad y del programa, de este modo ayudando a los miembros de la comunidad llegar a ser sus proprios líderes. Los programas animaban el envolvimiento activo en mesas consultadoras y otros corporaciones de gobierno, adelantando los papeles de padres como contribudores, consejeros, y personas que hacen decisiones. Haciendo que todos sean envueltos en los asuntos de la comunidad fue un componente central del apoderamiento de la comunidad y en convertir dueños del programa.

Estrategias del Programa: Construyendo Puentes, Negociando las Perspectivas Diferentes

Cuando los programas trabajan con las familias de antecedentes culturales particulares, tienen que enforzarse a negociar las diferencias entre las perspectivas culturales de las familias y las del programa. La habilidad del programa de establecer relaciones efectivas con los miembros de la comunidad depende de como se considera las normas y creencias culturales que existen dentro de esa comunidad. Los programas intentaban de realizar esto en varias maneras.

Varios programas acentuaban la importancia de tener una fuerte orientación filosófica hacia trabajando con familias y niños, particularmente ellos que eran desventajados. Los programas también se enforzaban de hacer que las familias se sintieran seguras, comodas, respetadas y reconocidas, especialmente porque muchas familias Latinas se sienten alejadas de las instituciones publicas con quienes se afectuan mutuamente. Otra manera que los programas negociaron los perspectivos diferentes fue por tomar el perspectivo que tenían los padres sobre el buen éxito de sus hijos, en vez de imponer las nociones de la corriente común de las metas de la crianza. Los programas econtraban importante que la información sobre ser padres respetara y reconociera las creencias de la crianza que tuviera la familia, y que la información y los servios fueran presentados en una manera que fueran aceptables a las familias.

Reforzado en la idea de "bien educados," los programas ayudan a los niños llegar a ser miembros confiados y capaces en sus familias y comunidades, ayudando a mejorar y fortalezer la relación entre padre y hijo, en vez de contribuir a la corrosión que puede ocurir cuando los niños entran a los ambientes sociales que son diferentes culturalmente y linguisticamente de sus familias.

La mayoría de los programas acentuaban la importancia de emplear y adelantar a las personas de la comunidad local para ayudar establecer relaciones fuertes con las familias, y para dar el mensaje a los participantes que el programa es suyo, y que pueden tener buen éxito en el programa.

Los Resultados del Programa

Obtener información y destrezas de ser padres eficaces. Respondientes mencionaron que aprendieron varias destrezas de ser padres eficaces, por ejemplo, de tener esperanzas realisticas de sus hijos y de si mismos, y aprender unas prácticas especificas de ser padres que desarrollaría el desempeño académico de sus hijos.

Recibir apoyo social de otros padres y de miembros del personal. Los padres parecían muy agradecidos de tener un sistema de apoyo de individuos en quienes podían depender para asistencia, consejo, y información, y a quienes podían proveer apoyo en cambio.

Crecer como individuos, cuidar de sus propias necesidades. En uno de los programas, las madres dijeron que aprendieron dar atención a sus propias necesidades así como las necesidades de sus hijos, que indica que el programa tenía buen éxito en apoyar a los participantes como adultos así como padres.

La importancia del papel de abogar por las familias. Los participantes expresaron agradecimiento y alivio a los empleados por proveer la asistencia que necesitaban, particularmente con las escuelas, los servicios sociales, y el cuidado de salud.

Sección 4: Lecciones Aprendidas

Es esencial considerar el tema de competencia cultural cuando se identifica un programa a qualquier grupo. A base de la información espigada del personal, de los directores, y de los padres, es evidente que los programas descritos en este reporte demuestran una variedad de prácticas y características que son culturalmente capaces . Para concluir, presentamos un síntesis de nuestros resultados, basado en los principales de programas culturalmente capaces descritos en los trabajos de Adams (1990) y de Mason (1994).

- **La Filosofía y las Metas del Programa Son Apropriados para los Perspectivos de los Particpantes**

Las filosofías del programa enfocan en los recursos y poderes de las familias, en vez de los déficits, y los programas evocan las metas de las familias sí mismas, en vez de imponer una idea del trabajo que la familia debe hacer o la manera en que debe criar a sus niños. Esto requiere que los programas reconozcan las diferencias en cultura de los valores y los métodos de la crianza, y que los programas comprendan lo que las familias consideran ser beneficiales y deseables para aprender, y que ayuden a las familias obtener la información y servicios que necesitan para actualizar sus metas.

- **La Estructura y Diseño del Programa Facilita Sensibilidad Cultural**

Las barreras de cultura y de idioma son eliminadas cuando es posible, aumentando la probabilidad que todos los participantes se sintieran comodos, incluidos, y representados. Hay varias oportunidades para participación en el programa que ofrecen a las familias una selección y control sobre su envolvimiento. Los mecanismos como mesas consultadoras y otras corporaciones de gobierno envuelven a los participantes del programa, lo cual ayuda los programas en identificar prácticas y pólizas que sean apropriadas y inapropriadas.

- **Formato y Contenido de los Servicios del Programa Igualan las Preferencias de las Familias**

  La información sobre ser padres eficaces es presentada en maneras que igualan los valores y comportamientos de las familias, y el contenido de las clases y actividades reflejan las preocupaciones y los intereses más urgentes que tienen los padres sobre la crianza de los niños.

- **Programas Reconocen la Diversidad de las Comunidades, las Familias y los Participantes**

  Los programas acentuan que cada familia sea distinta. Reconocen los sub-grupos dentro de su comunidad, que incluyen los imigrantes, los trabajadores migrantes de la agricultura, diferentes grupos étnicos, y diferentes grupos de edad de padres y niños, y hacen a medida las clases y los servicios para dirigirse a las preocupaciones y necesidades de todas las familias Latinas.

- **Cuando Es Apropriado, Los Programas Invitan que Participen los Otros Miembros y los Amigos de la Familia**

  Los programas responden al concepto de "familismo" en la cultura Latina en dejar que los padres inviten a asistir a las actividades los miembros significantes y los amigos de la familia , y en intentar de establecer relaciones parecidas a las de familias mientras ofrecen información y apoyo.

- **Los programas comprenden las circunstancias sociales y economicas de las familias y reconocen la necesidad de la defensa, el apoderamiento y la acción politica**

  La mayoría de los Latinos que viven en los E.E.U.U. viven en las areas urbanas donde hay altos niveles de pobreza y oportunidades muy limitadas que inciden la calidad de su vida. Los programas que sirven a las familias Latinas se afrontan con muchas circunstancias que provienen de una falta de recursos y servicios, y un sistema que no es ni diseñado ni preparado para alcanzar las necesidades de una sociedad diversa linguisticamente y culturalmente. Los programas reconocen la necesidad del cambio social para mejorar las vidas de padres y niños. Por abogar por las familias, acción politica, y apoderar a las comunidades para efectuar los cambios, los programas se dirigen a la necesidad de ir más allá de las necesidades y circunstancias imediatas.

Conclusión

Estos programas que sirven a las familias Latinas y a los niños demuestran la viabilidad y el buen éxito de las prácticas de la competencia cultural en los programas de apoyo a las familias. Central a su buen éxito es su capacidad de negociar con buen éxito los diferentes perspectivos y metas, igual que un enfoque en las fuerzas, los intereses, y las necesidades de las familias, y el envolvimiento de la familia en todos los aspectos.

INTRODUCTION

The U.S. society of tomorrow will be transformed by our responses to a number of pressing variables and agendas. One of the most significant will be how to provide adequate support programs for the array of families in tomorrow's society.[1]

Over the next several decades, America's children and families will become much more diverse in terms of ethnicity, culture, and language. To respond to this diversity, family support and education programs will need to develop, adapt, and, in some cases, redesign themselves in order to successfully meet the interests and concerns of families from different backgrounds. Family support and other social programs will need to develop strategies that recognize family strengths, reflect cultural values and goals, and build on the capacities and resources of the communities they serve.

This report highlights 11 family support programs that are serving one of the fastest growing groups in the U.S.—the Latino population. The programs included in this report differ from each other both in terms of their structures and the types of families and communities served. Overall, these programs serve rural and urban communities, teen parents and older parents, English and Spanish speakers, families of diverse ethnic backgrounds, and both immigrant and U.S.-born families. They also represent a range of geographic areas in the U.S. and vary in terms of sponsorship, goals, and services offered.

Though the focus of this study is on programs serving Latinos, most of the programs are located in multiethnic communities and serve families of all backgrounds. Interviews with program directors and staff focused on how programs attempted to meet the needs and preferences of Latino families in particular, though programs did modify and adapt their services to meet the needs of all participating families.

We hope that, in reading through the report and profiles, readers will get a sense of both the commonalities and differences that exist among the families served, both within each program and across programs. We also hope that others will use the information provided to improve their own programs and strengthen the services they provide to culturally diverse communities.

This report is divided into the following sections:

SECTION 1: OVERVIEW

Presents the major demographic characteristics of the Latino population in the U.S. and reviews recent research on Latino families and culture.

SECTION 2: DATA COLLECTION AND ANALYSIS

Explains the process of program identification and selection, interviewing procedures, and data analysis.

SECTION 3: PROGRAM DESIGN AND IMPLEMENTATION

Describes major themes emerging from interviews with program staff and directors, and focus groups with parents.

Program Approaches. Highlights five approaches the 11 programs take in serving Latino families.

Program Context. Discusses the contextual factors that influence program operations and services. Emphasizes the external challenges that programs face in serving Latino families and children.

Program Goals. Characterizes the philosophy and goals of the programs (e.g., supporting parents' childrearing efforts, encouraging career development and personal growth, negotiating the U.S. "system" of services, and promoting community empowerment).

Program Strategies. Reviews the strategies used to work with Latino families, particularly how program staff manage differences between families' cultural perspectives and those of the program, and how they build strong relationships with families.

Program Outcomes. Relates briefly some positive outcomes of these programs related to parenting skills and participants' lives. Summarizes research findings and connects them to the key characteristics of culturally competent programs.

SECTION 4: LESSONS LEARNED

Extrapolates the implications of the research study, in the form of lessons and recommendations for family support programs and others serving the Latino community.

APPENDIX: PROGRAM PROFILES

Brief descriptions of each of the 11 family support programs appear at the end of this report. Details of the programs are included in *Volume II: Case Studies of Family Support Programs for Latino Families*.

The Latino Population in the U.S.: Diverse and Growing

In 1990, Latinos comprised only 9 percent of the total U.S. population.[2] This figure is expected to increase dramatically over the next decade, indicating a major demographic shift in the U.S. The Latino population in California, for example, is expected to increase from 25 percent to 45 percent by the year 2030.[3]

About 90 percent of U.S. Latinos live in urban areas,[4] with over 60 percent living in three states: California, Texas, and New York (see Table 1). Latinos also represent an array of national origins, with most Latinos being of Mexican and Puerto Rican descent (see Table 2).

About 90 percent of U.S. Latinos live in urban areas, with over 60 percent living in three states: California, Texas, and New York

TABLE 1:
LATINOS IN THE U.S.:
Geographic Location By State[5]

California	34%
Texas	21%
New York	11%
Florida	8%
Illinois	4%
Arizona	3%
New Jersey	3%
New Mexico	3%
Colorado	2%

Latinos in the U.S. face a number of common challenges. As a whole, this group is younger than average, has a higher birth rate than average, and experiences higher levels of poverty[6] than the U.S. population as a whole. Over 25 percent of Latino families live below the poverty line.[7] Furthermore, many foreign-born Latinos face a host of cultural, economic, and linguistic barriers which make surviving and thriving in the U.S. a challenge. These barriers do not easily disappear as families settle, adapt, and assimilate to the U.S. U.S.-born Latinos also face prejudice, discrimina-

tion, and other social problems that are connected to their minority status. For those who are living in poverty, these problems are magnified to an even greater extent.

TABLE 2

LATINOS IN THE U.S.: Countries of Origin[8]

Mexico	64%
Central or South American Countries (Excluding Brazil)	14%
Puerto Rico	11%
Cuba	4.7%
Other	6.3%

The diversity of Latinos in the United States

> *[C]ulture, language, and custom may have different significance for new immigrants and for the third generation; for city dwellers and farm people; for the wealthy and the dependent; and for heterogeneous and homogenous groups...; Thus there is no simple formula, only a framework of how to evaluate ethnicity as one among other group characteristics.*[9]

In this report, we use the term "Latino" to refer to populations that have some connection—linguistic, cultural, or otherwise—to the Spanish-speaking countries of Latin America. However, we also recognize that this term groups together, somewhat artificially, individuals who are highly diverse and differ along important dimensions. Though commonly described as a single ethnic minority group, Latinos in the U.S. are extremely diverse. They represent a spectrum of ethnicities, levels of acculturation and assimilation, cultural values and beliefs, and socioeconomic conditions. This diversity makes it tremendously difficult to describe accurately the needs and concerns of Latinos as a whole, posing challenges to researchers, practitioners, and policymakers.

Researchers, for example, have noted many problems with emphasizing group culture, such as making inaccurate assumptions, stereotyping, and precluding flexible and open-minded attitudes.[10] Also, using categories such as "Latino" may mistakenly group together those who view themselves as very different from one another, and may ignore those who view themselves as belonging to more than one group.[11] To remedy these

problems, researchers have recommended that widely held cultural values or practices of an ethnic community should be viewed only as background information,[12] and that ethnic and cultural categories should be treated as dynamic rather than static.[13]

The following section describes some of the major dimensions along which Latinos differ. Each of these subgroups faces social, economic, and cultural circumstances that are unique.

Country of origin

Mexican–Americans, Puerto Ricans, and Cubans comprise almost 80 percent of all Latinos in the U.S., but the differences in socioeconomic status, education level, and geographic location of the three groups make each distinct. For example, many Puerto Ricans in the U.S. reside in Northeastern cities[14] and are the most disadvantaged of all Latino groups in terms of education levels and economic status.[15] By contrast, the U.S. Cuban population is significantly older than other Latino groups (average age 39, compared with 23 for other Latinos) and has a relatively higher socioeconomic status that differs little from that of Anglo–Americans.[16]

Immigration status and acculturation level

One of the most salient differences among Latinos is between those who are U.S.-born and those who have immigrated from Latin America. In 1980, census reports indicated that approximately 35 percent of Latinos were foreign-born, with 25 percent having immigrated within the last five years.[17] Latino immigrants face a language barrier, the stress of acculturation and assimilation, family separation and disruption, and not knowing the U.S. "system" of social services, education, and other formal institutions. These challenges are somewhat less prevalent for Latinos born in the U.S.

U.S.-born Latinos differ in terms of primary language spoken, cultural values and lifestyles, and levels of acculturation and assimilation. Their values, lifestyles and beliefs may reflect a combination of family heritage, their surrounding communities, and society at large. In some families, tensions may arise between older and younger generations, particularly if younger family members take on values and lifestyles that conflict with those of older, more traditional family members. Though they do not face all of the same stresses as those who have immigrated, many U.S.-born Latinos struggle with higher levels of poverty, teen pregnancy, lower educational attainment, and discrimination, all of which pose barriers to healthy family functioning and child development.

One of the most salient differences among Latinos is between those who are U.S.-born and those who have immigrated from Latin America.

Migrant families

Another important group among Latinos is comprised of migrant agricultural workers, most of whom have come to the U.S. for employment. Often a forgotten population, migrant farmworkers work long hours for meager pay, must move frequently to follow their work, have little control over their living conditions (e.g., housing), and have few, if any, options for child care. Migrant families are traditionally a very underserved population in terms of medical services, day care, and social support.

Latino Families: Understanding Culture and Context

In the recent book, *Understanding Latino Families*, Ruth Zambrana criticizes the existing studies on Latino groups that "tend to focus on the deviant aspects of the Hispanic culture, have not examined intragroup differences, and have often used frameworks that have failed to adequately capture change and strength in family processes and normal developmental milestones" (p. xi). More recent work, however, attempts to illuminate family diversity, strengths, and families' capacities to adapt to a range of cultural, social, and economic environments.[18]

Another contribution of recent research is that it demonstrates the *combined* effects that culture and environment have on family life, childrearing practices, and cultural beliefs. In the not so recent past, it was common practice for researchers to describe Latino families and Latino culture as homogenous, static, and independent of wider social and economic influences. For example, the family organization and structure of Latino families has been described in the literature as being patriarchal and adhering to traditional gender roles. Though some research evidence supports this description, issues such as traditional gender roles are often modified by an array of demographic factors, including family composition, education, and income.[19] Many families are adopting more egalitarian family structures for a variety of reasons, including economic necessity, acculturation processes, and in response to changes in family circumstances.[20] According to Vega (1990):

> *Cultures and families are dynamic, adjustable, and poised to solve problems in living. Current family theory and research are more concerned with understanding the accommodations, vulnerability, and resilience of the Latino family, as well as the mutability and continuity of cultural forms within it.*[21]

Clearly, it is no longer acceptable for researchers to generalize issues for any ethnic group or to ignore outside contexts that influence family functioning. Consequently, researchers are moving toward richer descriptions of the developmental processes, contextual influences, and creative adaptations that Latinos and other cultural groups exhibit in varied circumstances and at various points in time.

Though individual families may vary in the degree to which they rely on and support their own family members, there seems to be a high degree of consensus, among different Latino ethnicities and levels of acculturation, regarding the concept of familism.

Familism as a cultural value

Familism is one frequently mentioned value of Latino culture that seems to be more substantiated and consistent in the research literature. Familism has been described as a strong identification and attachment to the family that is marked by strong feelings of loyalty, reciprocity, and solidarity among family members.[22] Though individual families may vary in the degree to which they rely on and support their own family members, there seems to be a high degree of consensus, among different Latino ethnicities and levels of acculturation, regarding the concept of familism. One study of familism concluded that Mexican-, Cuban-, and Central-

Americans hold similar cultural values regarding familism, regardless of national origin, acculturation level, and even when family contact is limited.[23]

One manifestation of this value is the role of the extended family and the importance of *comadres* (godmothers), *compadres* (godfathers), *madrinas* (close female friends), and other individuals in some families' lives. Family networks provide some Latinos with high levels of social support.

The family network also provides a sense of cultural identity that can play a significant role in promoting the health status of Latino families. The Latino population demonstrates what has been called the epidemiological paradox; that is, despite higher levels of poverty, lower levels of education, and lack of adequate access to health care in relation to the rest of the population, Latinos have a surprisingly good health status. Unfortunately, some health indicators have been shown to deteriorate as the level of acculturation increases.[24]

The concept of '*educación*'

There is a growing body of literature that addresses cultural continuities and discontinuities between home and school for Latino children, particularly regarding values that relate to children's school achievement. Though discontinuities have been emphasized as reasons for Latino students' underachievement in the U.S. school system, researchers are now beginning to examine continuities that exist, but are frequently overlooked.[25] For example, the concept of *educación*, which according to Reese, Balzano, Gallimore, and Goldenberg (1991), "refers to the total task of bringing up a moral and responsible child," (p. 6) is one instance where this continuity and complimentarity with school manifests itself. Specifically, for many Latino families, *educación* means teaching children important lessons, including "the difference between right and wrong, respect for parents and elders, and good manners."[26] Integrated in this concept are the importance of morality, respect, and family unity, as well as high expectations and aspirations for children's academic and occupational success.[27]

Childrearing practices of Latino families

Another area of research has examined the childrearing practices and values of Latino families. Parenting styles for Latino families have been characterized inconsistently, ranging from permissive to controlling and strict.[28] Childrearing practices which have been mentioned specifically include encouraging children's interdependence and responsibility, and teaching children proper behavior.[29]

Garcia Coll (1990) argues that, although childrearing techniques do differ across different cultures and ethnic groups, it is essential to consider important influences on childrearing besides culture. For example, she notes that minority groups typically have fewer material resources that can influence child development, parenting beliefs and goals, and childrearing practices.[31] Conditions such as substandard housing, unemployment, poverty, physical and mental health problems, discrimination, and so forth, all

contribute to childrearing goals and behaviors, and can rarely be separated from "culture." An emphasis on familism and the extended family, for example, may not simply be a cultural preference; it may also be an attempt to deal with scarce resources through building social support and promoting interdependence.

Also essential to consider are the origins of different parenting beliefs and practices, which "are inseparable from the cultural context in which they arise."[32] For all parents, experiences with their own children, their previous childhood experiences with caretakers, their feelings of self-efficacy, and their attributions concerning their children's behavior contribute to how they will raise their children.[33] When parents have confidence in their ability to parent, they are more likely to use their parenting knowledge and are less likely to become upset. As a result, confident parents are less likely to have angry and punitive reactions when parenting and are more likely to be effective and positive in their behavior toward children.[34]

Clearly, research demonstrates that childrearing behaviors and values are shaped by a number of intertwined variables, including family and community resources, cultural beliefs, parents' past experiences with their own caretakers, and parents' self-confidence in their ability to be effective parents.

Summary

This review of the literature on Latino families contributed to our research in two primary ways.

- It highlighted the importance of representing the diversity that exists among Latino families being served by family support programs, mainly in terms of geography, ethnicity, and immigration status (though not in terms of socioeconomic status and educational background).

- It demonstrated the need to avoid describing specific cultural norms and values, because such descriptions are often inaccurate, biased, and stereotyped. Instead, it prompted us to focus on the varied ways in which family support programs work with Latino families, the different issues that arise when serving a group that is an ethnic or linguistic minority, and the context in which programs operated and families lived.

It should be noted that many programs serving Latino families have not been rigorously evaluated.[30] While some of the exemplary programs highlighted in this report have been evaluated, their evaluations lack an indepth analysis of the cultural factors which may affect outcomes. The failure to develop indicators that are sensitive to the cultural context in which the programs operate makes it difficult to determine whether these programs work better than the mainstream models.

SECTION 2: DATA COLLECTION AND ANALYSIS

The following section describes the research process for this project, including program outreach and selection, document review, interviewing procedures, and data analysis.

Program Outreach

Programs were contacted initially by sending an outreach letter to selected family support programs from the Family Resource Coalition's Latino Caucus mailing list. Programs were asked to send written materials that would provide descriptive information about their projects. When phone numbers were available, we called the program directly, described the research project, asked for written program materials, and asked to whom we should send the outreach letter. We also received leads from practitioners and researchers; these programs were contacted in the same manner.

Sample Selection

After materials were received, they were logged and reviewed. The programs were selected for follow-up according to a combination of the following criteria: (1) they served a significant percentage of Latino families; (2) they served children from birth to age six; (3) they offered some services or referrals or both to the whole family; and (4) they specifically addressed the needs and concerns of Latino families. Our final sample was selected to reflect a number of other characteristics, including diversity in geographic location, ethnicity, urban vs. rural, and auspices. Our goal was to achieve a range of programs so that we would accurately portray the variety and diversity among programs serving Latinos across the U.S.

Document Analysis

We used the program documentation we received to write a draft profile for each program. We then identified specific elements of the program which we wanted to explore further in the interviews. After this preliminary profile was written, the interviewer identified gaps in information which were then added as questions for the interview.

Interviews

At most sites, two individuals were interviewed, in most cases via telephone. When possible, both a director and a staff member working directly with families were interviewed (usually the staff member was a home visitor or a site director). After the interviews were scheduled, interviewees were sent a draft of the interview protocol, which was tailored slightly for

each program. The telephone interviews were recorded, transcribed or summarized depending on the question, and analyzed using HyperRESEARCH software.

Focus Group Interviews

In addition to interviews with directors and program staff, we conducted parent focus groups at four sites to explore participants' parenting goals and concerns, and their attitudes toward program participation. The interviews were scheduled and set up by the program directors, and were conducted on site. Three focus groups were conducted in Spanish, and one was in English. Parents who participated signed a consent form and were each given a bilingual children's book as a gift for their participation. All focus groups were audio taped; three were transcribed into English. One focus group was summarized from extensive field notes taken by the fieldworker. Two fieldworkers summarized the responses to each question, and then summarized the common responses that emerged across all four focus groups. This information was then integrated into the report, which allowed us to supplement and enrich program perspectives with the voices and perspectives of parents.

In addition to interviews with directors and program staff, we conducted parent focus groups at four sites to explore participants' parenting goals and concerns, and their attitudes toward program participation.

The purpose of having parent focus groups was to highlight ways to improve and strengthen family support programs in the context of parents' views and experiences. All programs had a predominantly Latino clientele, and the focus group participants represented a range of Latino ethnic groups, immigration status, and levels of assimilation. Two programs were located in the Northeast, one in the Midwest, and another on the West Coast. All programs were located in urban areas.

For the focus groups, we asked parents to describe their ideas about good parenting, their short- and long-term parenting goals, cultural values that influence their childrearing practices, what the program has taught them about parenting, and what role the program plays in their daily lives. Through interviews with parents, we hoped to get a clearer sense of the commonalities and differences that existed among Latino parents' childrearing goals and concerns, their likes and dislikes about the family support program they were involved with, and cultural issues that influenced their parenting behaviors and program participation. We analyzed these issues with the goal of deriving implications for program practice.

SECTION 3: PROGRAM DESIGN AND IMPLEMENTATION

This section describes the various program design and implementation issues of the 11 programs we examined. The first section lays out a typology of approaches that programs have taken in serving Latino families. The second section describes the context in which these programs operate, focusing on the social problems and cultural issues that must be addressed for programs to serve Latino families. The third section describes some of the major goals and objectives of programs that influenced service provision. The fourth section presents the strategies which programs used to reach their goals and objectives. Finally, a brief description of outcomes demonstrates the impact that programs had on participants.

Program Approaches

From our study, there seem to be five broad ways in which programs serve Latino families. These program types are not at all mutually exclusive. Some programs fit two or three approaches into their work with Latino families. These are:

1. **Programs that evolve from serving Latino communities**

   These types of programs are characterized not necessarily by their design, but by the fact that they have evolved from serving almost exclusively Latino families. Unlike other programs, the original population served was Latino. Programs in this category were somewhat less explicit in their discussions about cultural issues, not because they were not culturally conscious, but because they had nothing to compare themselves with. Often, programs serving various cultural groups were better able to articulate how they adapt services to meet the preferences and needs of these various groups. Programs in the exclusively Latino category, on the other hand, sometimes failed to mention explicitly that they were hiring bilingual staff, translating materials into Spanish, and so forth—clear indications of a culturally sensitive program.

2. **Programs designed with culture and language in mind**

   One program in particular was very conscious of cultural issues in its design, and aimed to provide high quality services to diverse minority communities. The program integrates the local community culture and language into the program, is designed to recruit and train staff from the local community, and teaches children the cultural practices and expectations of their family and community.

3. **Program models that are adapted or modified to serve a Latino or multiethnic community**

   Most programs in our sample took the adaptation approach to serving Latino families. In this situation, a standard "program model" (e.g., Parents As Teachers, HIPPY, Head Start) is tailored to operate in a local community. Some programs were state or federally sponsored programs, while others began in one community and then expanded to others. While the basic goals and program components remain stable, the staffing, curriculum, and format of services may change to meet different needs and concerns of the local community. The degree of adaptation may vary widely.

4. **Programs that utilize community-based Latino organizations or agencies to sponsor a program site or provide culturally competent services**

   For this approach, programs took advantage of already existing community agencies that had expertise in serving the Latino population. The programs or initiatives would develop contracts with these agencies to provide a particular service, such as medical or mental health services, or to sponsor the program or implement the model.

5. **Programs that take a multicultural approach to serving multiple ethnicities and cultures, making adaptations on an individual or family-by-family basis**

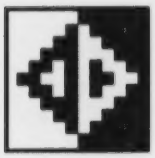
   This approach was particularly evident in center-based programs, some of which served equal numbers of Latinos, Asians, and African-Americans. In an attempt not to exclude other groups, programs honored the backgrounds of all families, had curricula that integrated many cultures, had staff that reflected the multiethnic community, and celebrated a multiplicity of cultures, traditions, and languages. One home-based program matched home visitors with families according to their background to ensure cultural and language compatibility.

In discussing program design and implementation, it is imperative to consider not only the ethnicity and culture of families, but also the local community setting and family circumstances

Program Context: Multiple Goals, Multiple Needs

In discussing program design and implementation, it is imperative to consider not only the ethnicity and culture of families, but also the local community setting and family circumstances—the context in which programs operate. Throughout our interviews with directors and staff, challenges emerged with respect to meeting families' basic needs, helping families navigate the U.S. "system," successfully integrating the programs' parenting information with families' existing childrearing beliefs and practices, and building the capacity of participants and community members so they could become leaders in the program and in the community. In this sense, the programs' roles widened as they became cultural brokers, family advocates, community developers, and agents of social change. Because the programs had so many roles, tensions often arose as a result of balancing conflicting needs, prioritizing goals, and managing time and resources.

Programs strive to meet families' needs in a social context of poverty, service gaps, institutional bureaucracy, and discrimination



One of the most striking themes that emerged from our interviews with program staff was the challenges which programs face in helping to meet families' basic needs. Social problems such as poverty, crime, and unemployment made families' needs overwhelming and the task of connecting families with services allconsuming at times.

Programs sometimes encountered tensions between meeting families' basic needs and addressing the program's stated goals. One parenting program was supposed to make referrals when appropriate, but one home visitor described the unrealistic nature of this expectation for Spanish-speaking families:

> *If families need information or a referral, we are supposed to just give them the telephone number and tell them to call. Because some of my families don't speak English, I can't do that. They don't know the system.*

Instead, the home visitor acts as a liaison for families, making calls for them, translating between Spanish and English, escorting them to doctors' appointments and so forth. This poses difficulties for her because "we are supposed to do parenting only." Again, she feels that this is unfeasible:

> *If I want my families to become involved in parenting, I have to take care of some other needs—housing, finances, health problems, problems with the school system, etc. Otherwise, they won't have the time and energy to spend on parenting if they are dealing with these other problems.*

The impact of poverty. The majority of families served by programs were either working poor, lower-middle class, or on public assistance. Without changing the financial situations of families, some felt that the program could only provide shortterm help for "the needs of the moment." One staff member expressed her frustration and sense of futility:

> *[S]ometimes, no matter what we do, we are not going to be able to impact the economic structure, and if we don't do that we are not going to change most of the situations which most of the families here are facing.*

Some programs felt that the effects of poverty were so great that they became involved in community development collaboratives to bring jobs and services into the communities. Though beyond the family support scope, this was seen as integral to improving families' long-term circumstances.

Compensating for service gaps. While some communities had strong community-based networks of social services, others mentioned service gaps that posed numerous barriers to families. Major service gaps were child care services, culturally and linguistically appropriate services, em-

ployment and job skills opportunities, affordable housing, transportation, and adequate health care. The shortage of affordable, high quality child care made it impractical for many parents to work or go to school. In one program, there were over 400 children on the waiting list who were eligible for the early childhood program even after a recent program expansion. A lack of transportation meant that some families could not participate in center-based activities, contributing to their social isolation. There was also a great demand for more effective job skills training and employment programs.

Without such services, families had little or no opportunity to improve their employment situations and move out of poverty. Though medical and mental health services were rarely mentioned as an area of need for children, these services were important areas of need for adults. One program contracted with a Latino mental health agency in order to serve families who wanted short-term counseling services, something that was rarely available, but in much demand.

One of the biggest challenges that programs dealt with was helping newly arrived families to navigate the U.S. "system"—social services, education, health care, and legal services.

Linguistic, cultural, and logistical barriers to serving Latino families. Many programs concentrated their efforts on helping families deal with social services and policies which did not work well for Latino families. The lack of user-friendly systems, Spanish-speaking services, and culturally appropriate services forced programs to take on the roles of interpreter, companion, and advocate for families.

One of the biggest challenges that programs dealt with was helping newly arrived families to navigate the U.S. "system"—social services, education, health care, and legal services. Because of the language barrier, many families were hesitant to ask questions, seek help, use the telephone, for fear that they would not understand, that the person at the agency would not understand them or their needs, and that they might encounter problems. Clearly, the "system" was in most cases woefully inadequate in serving the Spanish-speaking public, causing a tremendous amount of extra work on the part of many programs. Program staff often accompanied families to doctors' appointments, Individual Education Plan (IEP) meetings, and parent-teacher conferences, not only to translate, but to provide moral support, reduce families' anxieties, and ensure that families' needs were being met. This was no small feat, as one staff member put it:

> *[K]eep in mind that I have families that don't speak English. I have families that are really new in town. I have families that don't know the system very well. And I don't really know it that well myself!*

There was also much misinformation regarding child welfare agencies. For example, many parents were under the impression that social services could take their children away for no reason at all. Programs had to reassure parents that social services could intervene only when children were in danger. One benefit of advocating for families was that it helped the program to attract new participants and built trust and positive working relationships with families.

Facing institutional barriers. Institutional barriers, particularly due to eligibility requirements and immigration laws, made it difficult to help families gain access to medical insurance and Medicaid, housing assistance, Aid to Families with Dependent Children (AFDC), and stable employment. This was particularly true of participants who were not legally in the U.S. One program responded by becoming a source of revenue for families so they could get the services they needed. But, in the long-term, this approach was not feasible:

> *For families who aren't legal and have no possibility to become legal, you can never help enough. Immigration policies are a huge obstacle, which is discouraging when you want to help a family but are thwarted at every turn.*

In response to the immigration obstacle, this program modified its intake procedures, eventually deciding not to enroll families who had no possibility of obtaining legal status. Though it was a difficult decision, it was impossible to implement a model of self-sufficiency when families could not legally work in the country.

Dealing with prejudice and discrimination. Anti-immigrant sentiments in the U.S., as evidenced by Proposition 187 in California,[35] have had incredibly negative effects on Latinos in the U.S. In one community, families mistook security guards at a local medical clinic for immigration officers, and were afraid to get medical attention. Programs have been negatively affected by anti-immigrant sentiments. Some had to hold special meetings to assure parents of their rights and help them deal with their high levels of anxiety and fear. One program mentioned that employers often take advantage of Latino workers in the community because workers depend on their employers for both wages and housing. Finally, another program has received hate mail because it provides services to immigrant children.

Programs strive to incorporate parents' perspectives on good parenting, childrearing values, and goals for their children.

The parents who participated in our focus groups answered questions about parenting, including what and whom they considered to be good models of parenting, cultural values that influenced their childrearing practices, and their goals for their children.[36] The following themes emerged primarily from these groups. Where relevant, these themes are supplemented by information gathered from interviews with directors and staff.

Culturally specific childrearing values included teaching children respectful and appropriate behavior. Parents mentioned children's respect for parents and other adults most frequently as a culturally specific childrearing goal. Also mentioned were speaking Spanish; placing limits on when, where, and with whom children could play; holding children's hands when walking in public; raising children to be accountable to their families; not tolerating "talking back" from children; teaching children how to behave outside of the home; having children follow strict manners; and teaching children that parents have the final word. Most of these re-

sponses describe how children should behave toward parents and how they should behave in public. Some parents also mentioned that their children's behavior and presentation was a direct reflection of their parenting abilities.

***"Bien educados"*: Helping children to become good people.** Programs noted that many Latino parents want their children to become good people and good citizens. One program asked parents what they wanted their children to become, and they responded with phrases such as:

> *Que sean responsable [that they will be responsible]... Que sepan como cooperar [that they will know how to cooperate]... Que sepan como dar respeto [they will know how to be respectful]... Que se ofrescan ayudar [that they will offer to help others].*

Focus group parents also said they wanted their children to learn that they "are not the only one," to share with others, to do more for and with others, and not to be so greedy. These phrases convey parents' ideas of what "*bien educados*" and being a good person means.

For some programs, the goal was to have the community members ultimately take control over the program and its future.

Program Goals

The following themes describe the major goals expressed by the programs. The programs in this report strive to support participants' efforts to rear their own children, improve their family and personal circumstances, and become the leaders of their own communities. The programs had a strong focus on developing parents' capacity to identify and achieve their own goals—personally, professionally, and politically. A basic goal was to help parents deal with parenting issues and issues relating to their education and employment status. For some programs, however, the goal was much greater—to have the community members ultimately take control over the program and its future.

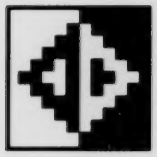
Promoting parenting competence and confidence

Strengthening the role of the parent in the child's life was mentioned by several programs as a goal. This included promoting parents' awareness of their central role in child development and learning, developing parents' confidence in carrying out this role successfully, and asking parents what they wanted for their children.

> *[O]ur goal is to support parents as they understand that they are responsible for "sowing the seeds of their children's and their own future."*

> *We aim to develop a connection with parents to help them see their role as that of the primary educator.*

Parents are the most important people in children's lives. We as staff cannot substitute for them. Our job is to make sure that the parent remains the most important person in that child's life. And if they're not, our job becomes to help them. We're not parent substitutes.



Offering parenting classes, child development information, and opportunities to try out new parenting techniques during parent-child activities were other ways in which programs fostered competent parenting.

Enhancing family functioning

Enhancing the family's functioning was another goal articulated by several programs. Most efforts in this area consisted of making the family aware of its strengths; helping the family to articulate goals, identify problems, and make its own decisions; showing family members how to use family strengths and resources to solve problems and advocate on their own behalf; and building an awareness of family relationships and childrearing practices. Goals related to children were described as "encouraging children to take responsibility as members of their families" and "developing children's competence as members of their family and community."

Related to the goal of enhancing family functioning was that of promoting the family's self-sufficiency. One program articulated, "our goal is to make families independent by the end of the year, meaning that they know how to get things done without the program." The ultimate goal for some was to create program- or service-independent families that could offer stable and secure environments for children.

Encouraging adults' personal development

Encouraging community members in their personal development was an integral part of many programs. Realizing the negative impact of poverty, and the lack of opportunities and choices many families had, the programs made efforts to build a sense of self-efficacy, purpose, and control in individuals, both in their family life and in the community. Presenting opportunities to acquire basic skills such as literacy and English fluency was usually the first step in this process. Constant encouragement to participate in workshops, volunteer in the program, and attend staff trainings was a way that staff expressed their confidence in participants and facilitated their acquisition of knowledge and skills.

Helping families overcome the language barrier

Families' desire and need to overcome the language barrier were strong. Learning English represented a way for families to get better jobs, and to help them gain control over their lives. At the same time, families often felt more comfortable when staff were able to communicate with them in Spanish. This was understandable, especially in the context of discussing family problems and medical issues. Programs made efforts to accommodate these needs by offering more ESL classes, having bilingual, Spanish speaking staff, providing all written materials and forms in both Spanish

and English (sometimes allowing families to fill out forms in Spanish), and offering parenting classes and staff training sessions in either language. One program translated articles on child development into Spanish, and though this was viewed as essential, it was very time consuming and labor intensive for staff.

Promoting active involvement in community and program decision making, thereby helping community members to "become their own leaders."

...many families have never had the opportunity to influence, contribute to, or make decisions in the public sphere.

Another central component of promoting adult development was inviting participants to take on leadership and decision-making roles in the program and community. This was significant, because many families have never had the opportunity to influence, contribute to, or make decisions in the public sphere. Programs encouraged active involvement in advisory boards and other governing bodies, promoting parents' roles as contributors, advisors, and decision makers. One program described this as an effort to "awaken the leadership potential in families." Getting everyone involved in community issues was seen as a central component of community empowerment and building ownership over the program.

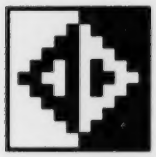
This community empowerment philosophy is a driving force for many programs. This truly strengths-based approach focuses on removing material, social, educational, and psychological barriers to political participation. The major assumptions are that by building participants' awareness of their strengths, giving them the opportunity to gain the practical skills and knowledge they will need to take on leadership roles, and encouraging them to take action on their own and their community's behalf, community members will take ownership over the program:

> *We want people from their own communities to become the power brokers in that community. It is our responsibility to present them with the opportunities and supports for people to grow personally, professionally, and to give them the societal recognition so they can become their own leaders.*

Program Strategies: Bridging Cultures, Negotiating Different Perspectives

When programs work with families from a particular cultural background, they must strive to negotiate differences between families' cultural perspectives and those of the program. Programs that serve children and families face many challenges. Not least amongst them is the need to address culture-specific values and patterns of communication and understanding. Because most programs in our sample served culturally diverse populations, including people of African–American, Asian, Native American and Latino descent, this issue was particularly important. Programs needed to balance families' goals and concerns with the programs' goals and objectives. A program's ability to develop and to build effective

relationships with members of the community depends, to a large extent, on how well it considers the cultural norms and beliefs that exist within that community. Programs tried to achieve this in various ways.



Successful programs have a strong philosophical orientation

Several programs stressed the importance of having a strong philosophical orientation to working with families and children, particularly those who were disadvantaged. Guiding principles, such as those enunciated by the Foundation Center, set a tone for working with families and high expectations for which all staff can strive. According to the Education Director of the Foundation Center:

> *When the organization has a strong, philosophical orientation, the barriers are not internal, they are external.*
>
> *Programs make families feel safe, comfortable, respected and acknowledged.*

Though very much necessary, providing services to families is not enough. Latino families in particular are frequently alienated from the public institutions they interact with, such as schools, because such institutions are not yet capable of serving linguistically and culturally diverse populations. Again, the Education Director of the Foundation Center articulates their strategy:

> *We try in our own way to create safe, beautiful havens that say to people, "You really are OK. You are a perfect human being."*

Programs take the success of the child from the parents' perspective

Often programs, especially those dealing with parenting, make assumptions about what constitutes a "successful child." Though certain outcomes for infants and children, such as good health and normal development, have a high degree of consensus across cultures, this consensus may decrease as the child gets older, and when childrearing begins to address children's behavior and socialization. Several programs described the need to build on parents' childrearing goals rather than imposing a "mainstream" notion on them:

> *The key to working with Hispanic families...is understanding the goals of childrearing. In this country, the goal of childrearing is to create independent children... When you really look at our [Hispanics' and Asians'] intrinsic cultural goals... that is not our goal. Our goal is creating interdependent children. Children who can be dependent, but who can also be caretakers.... You really need to look at what the cultural goals are for childrearing and for the*

family. Not just those that are spoken, because some of these cultural goals [the members themselves] don't even know about.... Unless you do that, you don't attract the families, because you start telling them to do things that are contrary to their cultural ideals.

The success of the child must be taken from the parents' perspective. We ask parents "What do you want for your children?" "What are your goals for them?"

...building the child's native language skills first, before teaching them English...served to minimize communication problems between parents and children and validated families' native language and culture.

Programs help children to become competent, confident members of their families and communities

Unfortunately, when children enter social environments (such as child care programs and public schools) that are culturally and linguistically different from that of their families, problems may arise between parents and children. Children may refuse to speak their native language, breaking down communications and shifting the balance of power between parent and child. In addition, behaviors which are rewarded and appropriate in school may be punished and deemed inappropriate in the home, and vice versa. By building on the idea of *bien educados*, programs help young children to become competent, confident members of their families, helping to enhance and strengthen the parent-child relationship, rather than contributing to its erosion. Several programs mentioned the need to enhance the child's role in the family and community:

[We] help children to become confident members of their family....

Have you ever heard a parent say to a child, "Is that what they teach you in school?... Did they teach you to treat your mother like that?" or look like that, talk like that, act like that, etc. Those are unseen cultural conflicts that, if you put children in a culturally incompatible setting, you will inadvertently create.

Another component of this strategy was building the child's native language skills first, before teaching them English. This served to minimize communication problems between parents and children and validated families' native language and culture. In addition, programs felt that a strong foundation in the child's native language provided the best start for learning English and being successful in school.

Parenting information respects and acknowledges family beliefs about childrearing

As mentioned earlier, childrearing techniques are very much tied to cultural contexts. It is imperative that programs be able to understand families' practices and beliefs when teaching them parenting information that may be new and different. For example, the issue of discipline is one of the most prevalent concerns for those working with families, and being able to

discipline children successfully is one of the most crucial skills parents need to acquire. Discipline is also a behavior that must be looked at within a cultural context: practices that may seem acceptable to one group of people may seem inappropriate to another.

Programs present information and services in a way that is acceptable to families

Programs mentioned a number of ways in which program services were or were not compatible with families' preferences. In some cases, programs learned their lessons through trial and error. They inevitably made assumptions that turned out to be incorrect, resulting in low levels of participation or high levels of dropout, but these errors resulted in designing more appropriate services. For example, several programs mentioned that support groups sometimes did not work well with their families, especially those who were teen parents, those who were more recent immigrants, and those who had no interest in divulging their problems to nonfamily members. In response, two programs replaced traditional support groups with activity-based groups that focused on learning a new skill, such as arts and crafts, woodworking, videotaping, or cooking. In most cases, programs were able to integrate their own goals into the group, building in literacy activities, passing on information about childrearing, and allowing discussions about problems to emerge naturally as parents developed closer relationships with each other. In another program, parents mentioned that they shared home remedies with each other and discussed their beliefs about what will cure different conditions or illnesses. This opportunity allowed parents to support each other and share parenting information in a participant-directed and culturally relevant manner.

Sometimes families made special requests to change the format or structure of services to meet their preferences. Participants of one program asked that ESL classes be offered in a more intimate, small group format, and at another program parenting classes for Spanish-dominant families were much more discussion based than those for English-speaking Latino families. In addition, several programs addressed this type of challenge by combining "fun" activities with teaching parenting skills. For example, one program had parents meet while their children participated in developmentally appropriate activities facilitated by child development specialists. Each week a new topic concerning child development was presented, and after the class, parents were videotaped as they played with their children. Later, parents and children discussed what they learned, parents wrote down their children's words, and by the end of the eight weeks, the writings were turned into a story-book.

Programs hire and promote staff from the local community

Most programs stressed the importance of hiring staff who will represent the culture and community being served. Though cultural sensitivity training and knowledge of families' cultural beliefs is essential for "non-insiders," community members' perspectives and local knowledge are essential and irreplaceable. Though bilingual staff is obviously a re-

quirement in most communities, it is not enough. Hiring staff who truly know the community and have a vested interest in the families served will possess subtle but essential knowledge that can help establish strong relationships with families.

In addition to cultural knowledge, hiring and promoting staff from within sends a strong message to participants that the program is theirs, and that they can achieve success in the program. Seeing former participants move from volunteer to staff member to program director undoubtedly leaves a strong impact on other participants, showing them what can be achieved when the opportunities exist.

Program Outcomes

Gaining information and skills about parenting

Many parents said that they looked to the program as a source of parenting information and advice. Respondents mentioned learning various parenting skills, which ranged from having more realistic expectations for their children and for themselves, to learning specific parenting practices that would expand their children's educational performance (e.g., teaching their children to read). Some respondents said that they had learned how to be more structured and firmer with their children. Others expressed that they learned to be more caring, more patient, a better listener, and a better communicator with their children.

Receiving social support from other parents and staff members

Perhaps some of the most moving statements from parents referred to the support and friendships they gained through other parents and staff in the program. Parents seemed tremendously grateful to have a support system of individuals on whom they could rely for assistance, advice, and information, and for whom they could provide support in return.

Growing as individuals, taking care of their own needs

Another outcome in one program was that mothers felt the program provided them with a forum to develop as individuals and to take care of their own needs. Mothers stated that the program taught them to pay attention to their own needs as well as their children's, indicating that the program was succeeding in supporting participants as adults as well as parents.

The important role of family advocacy

In most cases, the advocacy role that programs served seemed to have the greatest effects on participants' lives, particularly for those who were new to the U.S. Participants expressed gratitude and relief to staff for providing the assistance they needed, particularly with the schools, social services, and health care.

> *Families of diverse cultural backgrounds, many of whom are acculturating to a changing America, require programs which provide as good a "cultural fit" for them as possible. These programs must avoid using or responding to cultural stereotypes. They should try flexibly to meet the evolving needs of all families, and assist them to understand and access the services they require not only to survive, but also to thrive, in our multicultural society.*[37]

The issue of cultural competence is essential to consider when targeting a program to any group. This report has presented some of the issues, strategies, and challenges of 11 family support programs serving Latino families and children. Based on the information gleaned from program staff, directors, and parents, it is apparent that these programs demonstrate a range of culturally competent practices and characteristics. In conclusion, we present a synthesis of findings, based on the principles of culturally competent programs described in the work of both Adams (1990) and Mason (1994).

Program Philosophy and Goals Fit with Participants' Perspectives

The programs made significant attempts to respond to the concerns and goals of families and the community, thus providing the "cultural fit" necessary to be successful with participants. Programs are responsive in a number of ways. First, program philosophies focus on families' resources and strengths, rather deficits. This philosophical orientation and commitment to strengths guide all program practices and decisions.

Second, the programs elicit the families' goals for themselves and their children, rather than impose an idea of what the family should work on and how they should raise their children. This requires that programs recognize cultural differences in childrearing values and methods, understand what families consider beneficial and desirable for their children to learn, and help the family get the information and services they need to actualize their goals.

Program Structure and Design Facilitate Cultural Sensitivity

Program structure and design facilitate cultural sensitivity when working with families. Cultural and linguistic barriers (posed by staff, physical setting, enrollment procedures, etc.) are eliminated whenever possible, increasing the likelihood that participants will feel comfortable, included, and represented. Also, families are personally invited in culturally appropriate ways to participate in programs. Opportunities for program

participation are numerous and varied to offer families choice and control over their involvement. Whenever possible, parents participate in conducting assessments and evaluations of their children.

Finally, mechanisms such as advisory boards and other governing bodies involve program participants. This helps programs to identify culturally appropriate and inappropriate policies and practices. Staff development opportunities encourage local community members to join the staff and encourage other staff members to improve their cultural competence with families.

Format and Content of Program Services Match the Preferences of Families

Program services meet family identified needs, while format and content respond to families' preferences. Traditional support groups may be modified to focus on group activities or information sharing rather than self-disclosure. Parenting information is presented in ways that match the ideal parenting values and behaviors of the families served.

In addition, the content of parenting classes and activities reflects families' most pressing concerns and interests about childrearing. For example, showing respect for parents and other adults, wanting children to become good people and good citizens, and stressing interdependence were highlighted as a important childrearing goals. Discipline was also mentioned repeatedly as a consistent concern for parents. In response, programs echoed these concerns and values in their parenting classes and child care services. This is another example in which the programs address families' goals and help to achieve them.

Programs Recognize the Diversity of the Communities, Families, and Participants

While the programs are aware of families' cultural backgrounds, they stress that every family is unique. They are aware of the subgroups within their community, including immigrants, migrant agricultural workers, different ethnic groups, and different age groups of parents and children (e.g., teen parents and parents of infants). Knowing this information allowed some programs to tailor their classes, offering parenting classes in Spanish for recent immigrants, a teen parenting class, and so forth. Awareness of these different challenges allows programs to address successfully the concerns and needs of all Latino families.

When Appropriate, Programs Invite Family Members and Close Friends to Participate

Research on familism and the responses of our focus group participants indicate that family members and close friends provide many Latino parents with social support and serve as models of parenting. Some programs have responded to this by allowing parents to invite significant family

members and friends to attend parenting sessions and other program activities. Other programs tried to establish "family-like" relationships with families when trying to offer parenting information and support. This was achieved through repeated and frequent contacts and home visits, which build trust and familiarity with the family in their own setting.

Programs Understand Families' Social and Economic Circumstances and Recognize the Need for Advocacy, Empowerment, and Political Action

As mentioned earlier, most Latinos in the U.S. live in urban areas where high levels of poverty and limited economic opportunities impinge on their quality of life. Programs serving Latino families face multiple challenges arising from a lack of resources and services, and a system which is not designed or prepared to meet the needs of a linguistically and culturally diverse society. The programs recognize the need to move beyond the scope of parent education and family support. On one hand, they must ensure that families' basic needs are met and that they can successfully negotiate "the system." On the other hand, they recognize that focusing solely on basic needs and family support services is not enough to make an impact on the social and economic conditions that families face.

Virtually all programs recognize the centrality of these social issues and the need for social change in order for families' and children's lives to improve. Through advocacy, political action, and empowering community members to effect change, programs address the need to go beyond families' immediate needs and circumstances.

Some programs have ... allowed parents to invite significant family members and friends to attend parenting sessions and other program activities.

Conclusion

Through serving Latino families and children in this manner, family support programs have the potential to mediate and perhaps reverse many of the negative outcomes that have been precipitated by poverty, cultural and linguistic barriers, service gaps, educational disadvantage, and discrimination. These programs demonstrate the feasibility and success of culturally competent practice in family support programs. Central to their success is their capacity to successfully negotiate different cultural perspectives and goals, as well as maintain a strong focus on family strengths, interests, needs, and successful involvement at all levels.

ENDNOTES

[1] Garcia, 1994, p. 247.

[2] Cited in Nicolau & Ramos, 1990.

[3] Hayes-Bautitsta, Schink, & Chapa, 1988, as cited in Ortiz, 1995, p. 20.

[4] Nicolau & Ramos, 1990.

[5] Nicolau & Ramos, 1990; Valdivieso, 1988.

[6] Zambrana, 1995; Arias, 1986.

[7] Bean & Tienda, 1987, cited in Vega, 1995, p. 15.

[8] Ortiz, 1995, p. 21.

[9] Jenkins, 1987, pp. 287-288.

[10] Garcia, 1994; Grotevant & Cooper, 1988.

[11] Grotevant & Cooper, 1988.

[12] Garcia, 1994, p. 256.

[13] Grotevant & Cooper, 1988.

[14] Ortiz, 1995.

[15] Ortiz, 1995; 1986; Angel & Worobey, 1991.

[16] Angel & Worobey, 1991.

[17] Ortiz, 1995, p. 23.

[18] Vega, 1995.

[19] Vega, 1995.

[20] Vega, 1995; Baca Zinn, 1982.

[21] Vega, 1995, p. 5.

[22] Triandis, Marin, Betancourt, Lisansky, & Chang, 1982, cited in Sabogal et al. 1987.

[23] Sabogal et al., 1987.

[24] Cervantes, 1996.

[25] Reese, Balzano, Gallimore, & Goldenberg, 1991.

[26] Reese et al., 1991, p. 6.

[27] Reese et al., 1991, p. 8-9.

[28] Martinez, 1993.

[29] Martinez, 1993.

[30] Nicolau, S., personal correspondence, June 16, 1996.

[31] Garcia Coll, 1992, p. 5.

[32] Smetana, 1994, p. 3.

[33] Grusec, Hastings, & Mammone, 1994, p. 5.

[34] Grusec et al., 1994, p. 6

[35] California's proposition 187 proposed legislation that would greatly restrict health and social services to immigrant children and families.

[36] Details of these interviews are available upon request.

[37] Adams, 1990, p. 3.

APPENDIX I: PROGRAM PROFILES

Avancé Family Support and Education Program

San Antonio, Texas

Contact: Gloria G. Rodriguez, President and C.E.O.
301 South Frio, Suite 310
San Antonio, Texas 78207
210/270-4630

Locations: Low-income Federal Housing Projects in San Antonio; in neighborhoods and "*colonias*," unincorporated rural areas, in Rio Grande Valley and neighborhoods in Houston

Year Program Began: 1973

Number of Sites: San Antonio: 6 centers, 19 schools; Houston: 3 mobile centers, 5 schools, 2 community centers; Rio Grande Valley: 4 mobile centers

Number Served: Approximately 6,000 adults and children in 1995

Latino Population: 98% in all communities

Total Annual Budget: $2.1 million for San Antonio
$1.1 million for Houston
$1 million for Rio Grande Valley
$1.1 million for the National Office

Primary Funding Sources: Federal, state, and local governments; also foundations, United Way, fundraising and in-kind contributions

Program Overview

Avancé, which began in 1973, was one of the first comprehensive family support and education programs in the United States. The program's approach is centered on providing comprehensive, community-based family support for at-risk and Latino populations. The core of their services is the Parent-Child Education Program, teaching parents skills to enhance the development of their children and to provide an academically and emotionally secure environment in which to raise their children.

Targeting Services to the Latino Population

Because the number of Latino-origin program participants is so high, Avancé tailors its program to meet the needs of the Latino culture in which it is immersed. All curriculum materials are available in both Spanish and English. All staff are bilingual and 75 percent of staff are graduates of the program.

All workshops are focused on meeting the needs of Latino participants. Particular programs such as the Avancé Latino Fatherhood Project focus on issues specific to Latino parents and address issues central to parenthood and cultural identity. All visual materials depict Latino parents and children. Latino culture is woven into all examples and activities.

All visual materials depict Hispanic parents and children. Hispanic culture is woven into all examples and activities.

Program Services

Educational programs. The program's Parent-Child Education Program provides a nine-month intensive parent education course that includes instruction in toymaking, community resource awareness, home visits and home teaching, early childhood education, and transportation. Other educational programs include a comprehensive child development program, fatherhood and couples classes, Even Start and Project First, adult literacy and higher education programs.

Home visits. Weekly home visits are provided as a part of the Parent-Child Education Program and child abuse and neglect intervention services.

Training center. Avancé also acts as a national training center, and provides training institutes "to share and disseminate information, material, and curricula to service providers and policymakers interested in supporting at-risk Latino families."

Bushwick Family Support Center of Family Dynamics, Inc.

Brooklyn, New York

Contact: Mr. Wumi Akintide, Director
Family Dynamics, Inc.
1420 Bushwick Avenue
Brooklyn, New York 11207
718/574-0129

Locations: Brooklyn, Bedford-Stuyvesant, Bayview Women's Correctional Facility, and Manhattan

Year Program Began: 1975, Bushwick site opened in 1986

Number of Sites: Four

Number Served: Approximately 450 parents, 10 infants/toddler, and 1,000 youth

Latino Population: 90% Latino, predominantly of Puerto Rican, Dominican, Central American, and Mexican descent

Total Annual Budget: For all sites: approximately $3-4 million
For Bushwick: between $800,000-$1,500,000

Primary Funding Sources: Child Welfare Administration (Purchase Prevention Program); Department of Human Resources; Department of Youth Services (youth programs); New York State Department of Social Services (pregnancy prevention services); Robin Hood Foundation (strategic planning, technical assistance); Foundation for Child Development (Project ESTEEM); Department of Justice (Correctional facility); Board of Directors (coordinates private fundraising activities)

Program Overview

Family Dynamics, Inc. is a non-profit organization dedicated to strengthening families and protecting children from abuse and neglect. The program's philosophy stresses a commitment to families. A major goal of the program and its services is to prevent and reverse the cycle of abuse and neglect by helping families build on their existing strengths, develop healthy parenting and life skills, and achieve the economic and emotional self-sufficiency they need to thrive.

Targeting Services to the Latino Population

Because 65% of the Bushwick community, and 90% of Bushwick's participants are Latino, the Bushwick center makes an effort to hire staff that

are bilingual and bicultural. The staff at the Family Support Center are sensitive to the issues that are relevant to many in the Latino community, such as language and generational issues and issues surrounding children's gender socialization. All materials are offered in both English and Spanish.

Because food and the kitchen are an important part of the culture of the Latino family, the Center has set up its site so that counseling can take place in the Center's kitchen. Parenting classes taught in Spanish take place around a table rather than in a lecture style to avoid a situation where participants are being "talked at."

Because food and the kitchen are an important part of the culture of the Latino family, the Center has set up its site so that counseling can take place in the Center's kitchen.

Program Services

Counseling and advocacy. Family counselors work with families and children to address problems that have placed them at risk for abuse. Counseling services are combined with assistance and advocacy to find concrete solutions to specific needs. There is also a 24-hour crisis hotline, which offers immediate counseling, emergency funds, transportation and other services to families in crisis.

Parenting skills education workshops. Family Dynamics uses its own copyrighted parenting education curriculum in a 16-week series of workshops. These help mothers and fathers learn essential parenting skills and stress the importance of communication with their children.

Early childhood education. Through its preschool programs, children receive quality early childhood education and learn important social skills while receiving extra measures of nurturing, love and support from the staff. Regular individual parent-teacher conferences afford parents the opportunity to discuss the development and progress of their children.

Project ESTEEM (Enhancing Skills to Ensure Employment). In partnership with New York City's Human Resource Administration, women who are on public assistance come for a 12-week cycle of career planning, case management support, parenting education, and child care. This unique, model welfare-to-work program is designed to help mothers define and confront barriers, explore options towards self-sufficiency, and develop action plans towards achieving defined goals.

Young parents workshops. Pregnant, parenting and non-parenting teens receive high school course credit for these specialized Family Dynamics workshops taught weekly at Bushwick High School and Bushwick Outreach (an alternative high school).

"Girls' Talk" and "Boys' Talk." Weekly group meetings for teens and young mothers to form friendships and talk about important issues in their lives.

Youth programming. Classes include aerobics (three times per week), martial arts to promote self-discipline, and computer training for teens (one night per week).

Families in Partnership
Albuquerque, New Mexico

Contact:	Jorja Armijo Brasher, Project Manager Comprehensive Child Development Program City of Albuquerque Department of Family and Community Services Office of Child Development 2200 University Blvd. SE Albuquerque, New Mexico 87106 505/767-6500
Locations:	Homes of Albuquerque residents; Albuquerque City Schools; East Central Multi-Service Center; John Marshall Multi-Service Center; North Valley Multi-Service Center
Year Program Began:	1990
Number of Sites:	3 multi-service centers 8 city elementary schools (child care only)
Number Served:	180 families
Latino Population:	64% in program, 39% in urban center
Total Annual Budget:	$1.2 million
Primary Funding Sources:	Administration for Children, Youth and Families, federal government

Program Overview

The City of Albuquerque's Comprehensive Child Development Program (CCDP) "Families in Partnership" is a collaborative service delivery program that provides developmental, educational, economic, and health services to low-income families with children under one year of age. The major goals of Families in Partnership are to: (1) facilitate the optimum growth and development of all children in the family who are under school age; (2) enhance family members' social, educational, and vocational potential in order to help them move out of poverty and toward selfsufficiency; and (3) facilitate more productive and efficient service delivery.

Targeting Services to the Latino Population

Families in Partnership makes an effort to cater to the specific needs of Latino families by incorporating elements of traditional Latino family structure into its approach. Instructional materials are provided in Spanish for

those families who require them. In addition, the project has organized a Spanish-speaking women's group and provides Spanish–speaking mental health counselors when necessary.

Program Services

Home visits. The program offers families a family development advocate who visits the home and works with the families to determine the best course of action. The advocate, who makes a minimum of three home visits with each family per month, provides information on early childhood development, prenatal care, financial planning, and job readiness while helping the family to meet its basic needs of food, clothing, and shelter.

Daycare services. One of the most important elements of the program is the provision of child care for children three to five years of age for parents who wish to seek work or further their education.

Group meetings. Families in Partnership encourages participating parents to attend group meetings. Meetings are arranged around activities such as quilting, sewing, woodworking and video production, the idea being to concentrate on enhancing skills in a social atmosphere.

Referral services. Family development advocates provide families with information concerning available community services and broker relations between agencies and families. Referrals are made for job readiness, health services (including nutrition, immunization, and screenings), substance abuse counseling, and early childhood services among others. Many services are provided by the three city-operated multi-service centers located in low income areas in the city.

One of the most important elements of the program is the provision of child care for children three to five years of age for parents who wish to seek work or further their education.

Circulo de la Vida Familiar

Boulder County, Colorado

Contact:	Rae Coleman, Administrative Team Leader The Community Infant Project Mental Health Center of Boulder County 400 East Simpson (Suite 200) Lafayette, Colorado 80026 303/661-0433
Locations:	Boulder; Longmont; Tri-Cities
Year Program Began:	1992
Number Served:	1995: 104 families
Latino Population:	100% Latino (predominantly Mexican)
Total Annual Budget:	$164,000
Primary Funding Source:	Local government and public agencies

The Circulo team was put together with the Hispanic population in mind. All clinical and some administrative staff are bilingual and bicultural.

Program Overview

Circulo de la Vida Familiar (Circulo) is a comprehensive family-oriented, home-visiting program for monolingual, monocultural Latino families. The program offers primary prevention and intervention for pregnant women and families with children zero to three. The program seeks to prevent negative outcomes and to promote the health and well-being of the infants through close work with their families.

Circulo is a miniteam of the Community Infant Project (CIP), which is a collaborative program of the Boulder County Health Department (BCHD), Boulder County Department of Social Services, and the Mental Health Center of Boulder County, Inc.

Targeting Services to the Latino Population

Circulo de la Vida Familiar grew out of a pressing need in the Boulder community to engage in work with an increasing Latino population. Circulo was developed to address the specific needs of monolingual and bilingual pregnant and parenting Latino women and their children (ages zero to three).

The Circulo team was put together with the Latino population in mind. All clinical and some administrative staff are bilingual and bicultural (Latino). Circulo staff are aware of the many problems immigrant families often face; this has played an important part in allowing them to develop respectful, educational and trusting relationships. Circulo recognizes the strengths of the Latino family and culture and works to support and uphold their values.

Program Services

Case-management treatment. Circulo staff provide and/or coordinate transportation, assess the extent to which a family's basic needs are being met and offer assistance obtaining those that are not (food, shelter, medical care, clothing). Most staff-client interaction takes place through home visits.

Infant-parent psychotherapy. Treatment includes guidance for developmentally appropriate expectations of the infant and suitable medical practices.

Mother's Support Groups. The groups are open to mothers of children three years old or less. The meetings provide a space for the women to talk about issues that affect their ability to parent their children; relationship and family concerns, child development concerns and other personal issues.

Family Focus Nuestra Familia

Chicago, Illinois

Contact:	Blanca Almonte 310 South Peoria Street (Suite 510) Chicago, Illinois 60607 312/421-5200
Locations:	Nuestra Familia, located in West Town, is one of six Family Focus sites in the Chicago area
Year Program Began:	1976 Family Focus, Inc. 1982 Family Focus Nuestra Familia
Number Served:	Nuestra Familia only: 174 families (223 adults and 559 children)
Latino Population:	95% Latino (primarily Mexican and Puerto Rican)
Total Annual Budget:	$195,036 (Nuestra Familia only)
Primary Funding Source:	Corporations and foundations

Program Overview

Family Focus' main objective is to promote the well-being of children by supporting and strengthening their families, starting at pregnancy. Family Focus brings together social work, child development and counseling staff, trained community members and volunteers who collaborate to offer support and discussion groups, classes and workshops for parents and developmentally appropriate activities for children.

Family Focus Nuestra Familia serves a primarily Latino population. It concentrates on programs that reform the educational process by approaching educational preparation through the family, and specifically the parents, instead of working solely with the child.

Targeting Services to the Latino Population

Family Focus Nuestra Familia has, from the beginning, worked together with Mexican and Puerto Rican families in the development of programs and family services. Staff are trained in issues having to do with Latino family organization, values, approaches to raising and disciplining children and concepts of good parenting. This enables them to recognize cultural differences and to understand how they can better establish communication with the parents and their children.

Family Focus familiarizes low income immigrant parents with the school system and offers English classes in order for parents to be better prepared to help their children.

Program Services

Our Children. This program is held during daily drop-in hours and provides parents with age appropriate activities for the entire family. Child development, parent-child relations, and child rearing are all discussed.

Health and nutrition classes. These classes introduce immigrant Latinas to the foods of the United States. Participants are taught how to get the most out of surplus items and how to stretch budgets and coupons.

Latino family cultural arts. This program enables mothers to transfer the arts and crafts of their heritage to their children and provide parents and children opportunities for fun, interactive learning experiences. While working on projects in an informal setting, women are able to talk with their peers and staff members about concerns that might not otherwise be expressed.

Play 'n' Learn. This program feature reaches out to expectant parents and parents of children under three. Over an eight-week period, parents meet for three hours once a week while their children participate in developmentally appropriate activities facilitated by child development specialists. Each session for parents begins with a presentation on an issue related to child development. The informational session is followed by a parent-child activity, which is videotaped.

Parent workshops. Parent workshops provide information to parents on child development, parent-child relationships, child behavior and other topics dealing with family dynamics.

English classes. These classes emphasize the practical application of language skills in realistic situations (e.g., communicating with the child's teacher or doctor).

Sewing and dressmaking. These activities enable women to stretch their families' budgets and earn additional income. All activity-based services provide a framework for peer support, informal education and practical guidance.

Participants are taught how to get the most out of surplus items and how to stretch budgets and coupons.

Family Visitor Program

Glenwood Springs, Colorado

Contact: Saundra D. Swanson, Executive Director
Sheila Markowitz, Educator
Family Visitor Program
P.O. Box 1845
Glenwood Springs, Colorado 81602
303/945-1234

Locations: Homes of families residing in Pitkin County, Garfield County, and the Basalt/El Jebel Portion of Eagle County

Year Program Began: 1983

Number Served: 537 adults, 477 children, 290 families (1994)

Latino Population: 47% Latino, including Mexican, South American, and Central American backgrounds

Total Annual Budget: Approximately $200,000 for 1996 (projected)

Primary Funding Source: Communities, local municipalities, businesses and foundations.

Program Overview

The Family Visitor Program began in 1983 on the recommendation of the Garfield County Human Service Commission to fill a gap in services for families when child abuse in the area was on the rise. Its purposes are to prevent child abuse and neglect, and to promote healthy families through parent education. The program focuses on the needs of individual families through home visits and provides education and support for parents, many of whom are teens. The Family Visitor Program also makes presentations in public schools to reduce teen pregnancy and increase teen awareness of parenting issues.

Targeting Services to the Latino Population

In order to provide effective services for the Latino community, the Family Visitor Program provides as much material as possible in both English and Spanish. Home visitors are also able to administer the *Ages and Stages Monitoring Questionnaire* (done at 4, 8, 12, and 24 months) in Spanish. More than half of home visitors are bilingual and bicultural.

There are also programs designed specifically for Latino families, particularly the "*Los Niños Bien Educados*" and United States cultural awareness programs. "*Los Niños Bien Educados*" is a 12–session parenting skill building program offered to Latino-origin parents of children aged birth to ten years. The program is sensitive to the adjustments made by Latino families as they become acculturated to life in the United States.

Program Services

Home visits. The visits provided by the Family Visitor Program are tailored to meet the specific needs of individual families requesting services. Services range from emotional support to assistance acquiring documents to informal discussions on breastfeeding. Home visits take place once a week initially, and over time the frequency is determined jointly by the parent and home visitor, increasing or decreasing according to the family's situation.

Group meetings. In addition to the home visits provided by the program, several groups meet to provide support to young parents. Students at Yampa Alternative High School participate in the "Young Mom's Group," where pregnant and parenting mothers meet monthly to bimonthly to discuss teen parenting.

Spanish-speaking mothers' support group. This support group, for Spanish-speaking mothers and their children (birth to six years old), meets weekly for approximately two hours. The group provides various activities that help participants develop a support network and promote children's school readiness.

Parent education. Various workshops are held for parents of young children to offer alternatives to corporal punishment and teach parenting skills that encourage acceptable behaviors in children. "Being Better Parents" is a workshop designed to meet the needs of families that have a history of violence in the home by offering alternatives to physical discipline and assisting families in finding non-violent methods of raising their children.

School presentations. The program makes classroom presentations in area schools in which information is presented by both home visitors and teen parents about the realities of being a young parent. At these presentations discussions between students and parents take place, and films relevant to teen fathering, choices, love and abstinence are shown.

The program makes classroom presentations in area schools in which information is presented by both home visitors and teen parents about the realities of being a young parent.

Florida First Start Program
J. H. Bright Site
Dade County, Florida

The program's main objective is to enhance parents' role as their children's first teacher and to give children the best possible start in life...

Contact:	Rhoda Siplin, Coordinator Florida First Start Dade County School District 1450 NE Second Avenue, Room 565 Miami, Florida 33132 305/995-7631
Location:	J. H. Bright in Hialeah, Florida (Dade County)
Year Program Began:	1991
Number of Sites:	5 in Dade County
Number Served:	195 children, 144 families in Dade County (82 families at the J. H. Bright site)
Latino Population:	90% Latino, including South American, Nicaraguan, Cuban, and Honduran backgrounds
Total Annual Budget:	$487,000
Primary Funding Source:	State of Florida

Program Overview

Florida First Start began in 1991 as a state-wide program for children (aged zero to four years) and their families. The program's main objective is to enhance parents' role as their children's first teacher and to give children the best possible start in life, particularly those with handicaps and those who are at risk of future school failure. The program emphasizes offering early, high-quality education and support services that will help families enhance their children's intellectual, language, physical, and social development.

Targeting to the Latino Population

The site has a number of strategies to meet the needs and preferences of its participants, over 80% of whom are of Latino origin. First and foremost, participants are given a range of language opportunities in both English and Spanish. Pamphlets and course materials are also ethnically directed so parents can continue to pass on their heritage to their young children, and at the same time gain an understanding of American customs and systems.

Program Services

Home visits. Home visits take place about once every two weeks and are given by trained parent educators who are paraprofessionals or by educational specialists. After the initial visits, each family is assigned to a

paraprofessional, who is supervised by the educational specialist. During the visit, information is given about child growth and development, home safety, nutrition, discipline, and play activities.

Center-based activities. Workshops are provided on parenting skills and other topics as requested. Vocational Adult Basic Education (ABE), ESL, and GED courses are offered as well, though not always on site.

Referrals to other community agencies and services. Families are assisted in getting other community services that are needed or desired. The program also coordinates educational and medical screenings.

Fruitvale Head Start Program

Oakland, California

Contact:	Lee Turner, Director Fruitvale Head Start Program 1470 Fruitvale Avenue Oakland, CA 94601 510/535-6112
Location:	Oakland, California
Year Program Began:	1986
Number Served:	Fruitvale Head Start: 128 children De Colores Head Start: 117 children
Latino Population:	83% in program, 60% in area
Total Annual Budget:	$1,166,017
Primary Funding Source:	Federal government

Families spend a total of nine months in the Head Start program. During the course of the school year, the program helps families to meet goals they have set for themselves at the beginning of the year.

Program Overview

The Fruitvale Head Start Program, located in the Fruitvale district of Oakland, California, is a bilingual preschool program that provides comprehensive family services to all of the families with children enrolled in the Head Start program. The program's mission is to provide a high quality preschool experience for the community's children and to empower families to identify their concerns and find the resources to address them.

Targeting the Latino Population

The program makes every effort to reduce language and cultural barriers for participants. The curriculum used by both the De Colores and Fruitvale Head Starts is bilingual. Teachers incorporate both bilingual and multicultural topics into their classrooms. All paperwork is in both Spanish and English (also Vietnamese, Cantonese, and Mandarin). Most staff members and all administrators speak both Spanish and English. Classroom teachers speak a variety of languages.

Different perspectives on discipline and childrearing are sometimes an issue between parents and staff. Staff have to be aware of these issues and need to incorporate that knowledge into how they work with families.

Program Services

Families spend a total of nine months in the Head Start program. During the course of the school year, the program helps families to meet goals they have set for themselves at the beginning of the year. The program also helps families to identify problems and to find tools that they can use to solve them. The program works with families in a wide variety of situations—referring people to community resources, such as ESL or GED classes, job training, and housing agencies.

There are several components to the Head Start programs, including social service, parent involvement, education, health (particularly mental health), special education, nutrition, and administration.

Center-based services. Services to younger children include the bilingual program that runs four days a week (there is no school on Mondays). Children participate in the play-based curriculum for three and a half hours each day. They may attend either the morning or afternoon session, and receive lunch and snacks in both sessions.

Parent support and education. A monthly parents' group is scheduled. It is basically a support meeting for the parents to come together and talk with one another. Parenting classes are provided on site. Workshops are given by representatives of various community agencies and organizations.

Referrals. The De Colores and Fruitvale Head Starts make an effort to ensure that parents who have children enrolled in the programs are aware of community resources available to them. Additionally, the Head Start programs are involved in collaborative arrangements with many community agencies.

Betances Family Resource Center
La Casa de Puerto Rico

Hartford, Connecticut

The Family Resource Center of La Casa de Puerto Rico is the only one in the state that is completely bilingual.

Contact: José Cruz, Administrator
Betances Family Resource Center
La Casa de Puerto Rico
42 Charter Oak Avenue
Hartford, Connecticut 06106
203/724-0333

Location: Hartford

Year Program Began: 1989

Number Served: Approximately 50 families in all; 20 in the Families in Training Program; 25 children in the Before and After School Program; 25 children in the preschool

Latino Population: 95% Puerto Rican; 85% Spanish speaking

Primary Funding Source: City, state, and federal government, United Way of the Capital Area, private foundations

Program Overview

The Betances Family Resource Center of La Casa de Puerto Rico operates out of the Dr. Ramon Emeterio Betances School in Hartford, Connecticut. It is one of 18 centers funded by the state, and is founded on the belief that healthy development and good education begin with access to quality child care and support services from birth. It is a system of child care and family support that takes advantage of the physical accessibility of the school. Its mission is to prevent an array of childhood and adolescent problems by strengthening effective family management practices and establishing a continuum of child care and support services that children and parents need.

Targeting Services to the Latino Population

The Family Resource Center of La Casa de Puerto Rico is the only one in the state that is completely bilingual. Bilingual, multicultural staff help to ensure that the program is culturally attuned to the community, and also help to bridge cultural gaps for families who have recently migrated from Puerto Rico or immigrated from Mexico or other Latin American countries.

Program Services

Information and referral. Although the programs of The Family Resource Center concentrate mainly on child growth and development, the Center makes an effort to help families with whatever needs they may have. These needs might include housing, health services, or special education programs.

Adult education. To assist adults in reaching their full potential by strengthening their understanding of the role of education, and to assist them in developing and reaching their educational goals, the program provides a comprehensive range of formal and informal education, and parenting services. These include GED classes, ESL, life skills, and different parenting workshops.

Full-time preschool child care. Year-round care for children ages three to five years old is provided for parents who are either working or in school.

School-age child care. Year-round, before and after school care for children ages six to twelve is provided for parents who are either working or in school.

Parent education. Through the Families in Training Program, parents with children birth to three years of age learn parenting skills and information about child development. This is accomplished through personal monthly home visit training sessions. The Parents As Teachers curriculum is used to teach parents about the child's growth and development.

The Isabel S. Naranjo Migrant Child Development Center of The Foundation Center for Phenomenological Research

Courtland, California

The Foundation Center stresses the importance of preserving the Spanish language and Mexican culture by incorporating them into daily practices at the Naranjo Center.

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Director of Education & Staff Development
The Foundation Center for Phenomenological Research
1800 J Street
Sacramento, CA 95814
916/447-2087
Alicia Barajas, Director
Isabel S. Naranjo Migrant Child Development Center
180 Sequoia Avenue
Courtland, CA 95615

Locations: 24 child development centers in California

Year Program Began: 1980 (first three centers)

Number Served: 35 children at the Naranjo site
3,000 children in California

Latino Population: 100% Latino, working poor and migrant farmworkers who are predominantly Spanish–speaking

Primary Funding Source: California Department of Education (program is reimbursed $19/day per child)

Program Overview

The Isabel S. Naranjo Migrant Child Development Center is a Montessori preschool program for working poor and migrant agricultural working families. The Center's goal is to provide the appropriate curriculum so that children will surpass the minimum educational requirements throughout their lives. The Montessori curriculum and the training of community members to become certified Montessori teachers have become the two characteristics of the Foundation Center that distinguishes this program for its success and for its continued investments in migrant communities.

Targeting Services to the Latino Population

The Naranjo Center targets families who migrate throughout the State, most of whom are immigrant or native-Californian Mexicans whose primary language is Spanish. The Foundation Center stresses the importance of preserving the Spanish language and Mexican culture by incorporating them into daily practices at the Naranjo Center. The Center employs Spanish–speaking teachers and uses Spanish children's books.

The Naranjo Center also incorporates culture at many levels. First, Mexican music is played throughout the day while children do their work. The Montessori work includes culturally specific tasks that center on Mexican culture, such as learning to make tortillas; grace and courtesies of the Mexican culture; and arts and crafts. The Naranjo Center is also decorated with Latino art, pictures of Latin American countries, and wall maps that designate where children come from.

Program Services

Child development program. The Naranjo Center's principal service is to provide the Montessori child development program for children in Courtland. It opens and closes according to the work schedules of parents' employers, which fluctuate according to the demands of crops specific to the area.

Housing. The Foundation Center operates two temporary housing facilities for Latino migrant workers in Courtland. This service is a direct response to the lack of adequate housing for these families.

Health and other services. The Center provides free breakfast and lunch to children; all meals are organic and do not include red meat, sugar, or salt. The Center provides free annual medical examinations for children and their families before the child enrolls at Naranjo. The Foundation Center also participates in local clothes and food drives for the community.

Project Early

Kansas City, Missouri

Contact:	Barbara Haar, Program Officer The Ewing Marion Kauffman Foundation 4900 Oak Kansas City, Missouri 64112-2776 816/932-1000
Locations:	Westside neighborhood of Kansas City
Year Program Began:	1989
Number Served:	32 families in Project Early 120-150 families using the Family Focus Center
Latino Population:	100% of families served
Primary Funding Source:	Ewing Marion Kauffman Foundation

One hallmark of the project is that it works with families to reach self-sufficiency as defined by the families themselves.

Program Overview

Project Early was initiated by the Ewing Marion Kauffman Foundation in 1989 and focuses on serving infants and their families through a series of partnerships in the community. One hallmark of the project is that it works with families to reach self-sufficiency as defined by the families themselves. It is Project Early's hope that such efforts will improve children's chances for success in life; create stable, economically self-sufficient families; build stronger, more self-sufficient communities; and finally, help build a more family-focused social service system.

Targeting Services to the Latino Population

Through hiring bilingual and bicultural staff, Project Early has tailored itself over the years to reflect the predominantly Latino community it serves. The Family Focus Center celebrates cultural traditions and holidays. There are also some classes offered on Mexican heritage.

Arrangements with other community agencies also assure that Project Early meets the range of needs families have. The services are provided for both Spanish– and English–speaking clients.

Program Services

Home visits. Investment managers do a home visit with families, and administer an assessment of the family's situation. Using this form, the family and the investment manager identify family strengths (such as sources of formal and informal support) and challenges, and then develop a work plan together to meet the family's goals. Home visits take place monthly. A parent educator also does home visits, which are based on Missouri's Parents as Teachers model.

Family Focus Center. The Family Focus Center, located in an old school building in the Westside, is open evenings, weekends, and during the week depending on when participants can attend. The Center is operated by Heart of America Family Services and is open to all in the community as well as Project Early Families. The Family Focus Center has a number of short-term arrangements with community agencies so they can provide services at the Family Focus Center site.

ESL and GED classes. ESL and GED classes are offered by the Guadalupe Center at the Family Focus Center.

Community-based social services. Through an agreement with Guadalupe Center, Inc., a community staffed social services center, families have access to a food pantry, child care services, and adult education services. This partnership enables families who are working or getting training to have child care.

Mental health services. Through an agreement with the Mattie Rhodes Counseling and Arts Center, Project Early provides mental health services for both English- and Spanish-speaking families.

Nutrition education. Nutrinet, a nutrition program in Kansas City, provides nutrition classes that help families learn about healthy, economical meal planning based on culturally relevant foods.

Housing services and loans. Through a grant to the Westside Housing Organization (WHO), a community development corporation, Project Early families have access to funds that allow them to make home repairs. Home repair emerged as a very important need since a large portion of families were homeowners.

Reimbursement of medical expenses. For families who are not eligible for Medicaid, Heart of America Family Services reimburses Cabot Westside Clinic for the expenses Project Early families incur from pregnancy and delivery.

Emergency assistance fund. Through a grant to HAFS, Project Early families may receive emergency financial assistance for rent, food, or other needs that cannot be met in other ways.

APPENDIX II: LOS PERFILES

Avancé Family Support and Education Program
San Antonio, TX

El énfasis de este programa es proveer apoyo comprensivo y basado en la comunidad a las familas Latinas que tienen muchas necesidades. El corazón de los servicios es el programa de educación de padres, que enseña a los padres las destrezas para realzar el desarrollo de sus hijos y proveer un ambiente seguro academicamente y emocionalmente en que pueden criar a sus hijos.

Bushwick Family Support Center of Family Dynamics, Inc.,
Brooklyn, NY

Esta agencia es dedicada a fortificar a las familias y proteger a los niños del abuso y descuido. Una meta principal del programa es impedir e invertir el ciclo del abuso y descuido por ayudar a las familias reforzar sus fuerzas establecidas, desarrollar las destrezas de vida y de ser padres, y realizar el mantenimiento económico propio que necesitan para prosperar.

Families in Partnership
Albuquerque, NM

El Programa Comprensivo del Desarrollo del Niño es un programa colaborativo que provee servicios de salubridad, educación, y financiero a las familias de posiciones bajas con niños menos de un año de edad. Las metas principales de este programa son: (1) facilitar el crecimiento y desarrollo de todos los niños que son menos de la edad escolar; (2) realzar la potencial social, educacional, y vocacional de los miembros de la familia para ayudarles salir de la pobreza y mover hacia el mantenimiento económico propio; y (3) facilitar la entrega de los servicios más productiva y eficiente.

Circulo de la Vida Familiar
Boulder County, CO

Circulo es un programa comprensivo para las familias Latinas que son monolingües y monoculturales. El programa ofrece servicios de precaución e intervención para mujeres embarazadas y sus familias. Quiere impedir los resultados negativos y promover la salud de las criaturas a través de cerco trabajo con las familias.

Family Focus Nuestra Familia
Chicago, IL

El objectivo principal de este programa colaborativo es promover la salubridad de los niños a través de apoyar y fortificar a sus familias, empezando con el embarazo. Hay una concentración en reformar el proceso educacional por preparar a la familia, y especificamente los padres, en vez de trabajar solamente con el niño.

Family Visitor Program
Glenwood Springs, CO

Los propósitos de este programa son de impedir el abuso y descuido de niños, y de promover familias saludables a través de la educación de los padres. El programa utiliza visitas a las casas de las familias para enfocar en las necesidades de cada familia individua, y provee educación y apoyo para los padres, muchos de quienes son adolescentes. El programa también hace presentaciones en las escuelas para reducir la proporción de embarazos de los adolescentes y para enterar a los jovenes de los asuntos de ser padres.

Florida First Start Program, J.H. Bright Site
Dade County, FL

El objectivo principal de este programa es realzar el papel de los padres como primeros maestros de sus hijos y dar a los niños el mejor comienzo posible de su vida, particularmente los que tienen desventajas y los que están en peligro de mal éxito escolar. Hay un énfasis en la educación temprana de alta calidad y en los servicios de apoyo que ayudan a las familias realzar el desarrollo intelectual, fisical, de lenguaje, y social de sus hijos.

Fruitvale Head Start Program
Oakland, CA

Esto es un programa pre-escolar bilingüe que provee servicios comprensivos a todas las familias que tienen hijos matriculados en el programa de "Head Start." La misión del programa es proveer una experiencia pre-escolar de alta calidad para los niños de la comunidad y apoderar a las familias en identificar sus preocupaciones y encontrar los recursos para tratar con ellas.

Betances Family Resource Center, La Casa de Puerto Rico
Hartford, CT

Este programa es fundado en la idea que el desarrollo saludable y la educación buena empiezan con el acceso a los servicios del cuido de niños de una calidad alta y los servicios de apoyo, empezando con el nacimiento. Es un sistema del cuido de niños y apoyo de familias que aprovecha de la

accesibilidad de la escuela. La misión del programa es impedir los varios problemas de niños y adolescentes a través de fortificar las prácticas de dirigir la familia y establecer un una continuidad del cuidado de niños y los servicios de apoyo que necesitan los niños y padres.

The Naranjo Migrant Child Development Center, The Foundation Center

Courtland, CA

Este programa es un programa pre-escolar de Montessori para las familias de clase obrera y de trabajadores migrantes de la agricultura. La meta del Centro es proveer el plan de estudios apropriado para que los niños sobrepasen los requisitos mínimos de la educación durante su vida. El plan de estudios de Montessori y la instrucción de los miembros de la comunidad de ser maestros certificados de Montessori son dos características del Foundation Center que lo distinguen por su buen éxito y por su dedicación continua de las comunidades migrantes.

Project Early

Kansas City, MO

Hay un enfoque en este programa en servir a las criaturas y sus familias a través de un serie de asociaciones en la comunidad. Una marca de contraste del proyecto es que trabaja con las familias para llegar al mantenimiento económico propio como sea definido por las familias si mismas. Project Early espera que sus esfuerzas mejoren las oportunidades de los niños de tener buen éxito en su vida; crear familias estables y confiadas en sí mismas; establecer comunidades más confiadas en sí mismas; y ayudar a establecer un sistema de servicio social que da más atención a la familia.

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NEW from Harvard Family Research Project

Supporting Latino Families:

Lessons from Exemplary Programs

By Angela Shartrand

Does your program provide the best possible services to Latino families? Is your staff sensitive to cultural differences? Are cultural concerns integrated into the design of your program? Those who run family support programs, and those who work in partnerships with them will face these questions more and more as the U.S. Latino population increases over the next decade.

Will programs be ready to meet the needs of these families? ***Supporting Latino Families*** provides insightful strategies from 11 programs that have pioneered quality services to Latino families.

This report finds that good programs:

- incorporate concepts of "*bien educado*" into their philosophies
- help families navigate an often intimidating U.S. "system"
- provide culturally and linguistically relevant child care
- encourage community involvement and leadership

Other family support programs and their supporters will find the experiences, successes and challenges detailed here invaluable in improving services.

Volume I provides analysis of the programs' strategies and distills lessons for practitioners. **Volume II** provides an in-depth profile of each program, including its history, key features, evaluations, funding sources, and contacts for further information.

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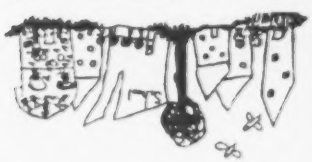

Supporting Latino Families:

Lessons from Exemplary Programs

A *NEW* publication from The Harvard Family Research Project

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Heather B. Weiss, Director
M. Elena Lopez, Associate Director

Harvard Family Research Project

HARVARD STUDY IDENTIFIES KEY STRATEGIES FOR IMPROVING EDUCATIONAL ACHIEVEMENT AMONG LOW-INCOME LATINO CHILDREN THROUGH PARENTAL INVOLVEMENT

Boston -- Latinos, the fastest growing segment of the U.S. population, are also one of the most educationally vulnerable cultural groups. Only 15 percent of Latinos participate in preschool programs that provide important literacy skills that can serve as the basis for later educational achievement. Latino children then lag behind their counterparts from other cultural groups in reading and science from kindergarten onward, and drop out of school earlier and at higher rates.

Involving parents in their children's education at the earliest levels has been shown to be critical for children's success in school and in the rest of their life. A new Harvard study has identified five (5) key strategies used by community-based family support programs that increase the involvement of low-income, disadvantaged Latino parents in their children's educational achievement. The Harvard Family Research Project (HFRP) study finds that successful programs have expanded far beyond their traditional role as educator and caregiver to provide comprehensive, nontraditional services for at-risk Latino children and families.

Supporting Latino Families: Lessons from Exemplary Programs finds that the following five strategies are key to encouraging Latino parents to enroll their children in early childhood education programs and become more involved in their children's readiness for school. To be successful in these aims, family support programs are:

- *Eliminating cultural and linguistic barriers whenever possible.* Programs clearly articulate a philosophy and set of goals that are culturally sensitive. They focus on family resources and strengths rather than on so-called "deviant" aspects of the culture. The more that cultural and linguistic barriers are eliminated, the more families are likely to feel included and represented.
- *Assuming multiple roles and goals.* While the programs strengthen parenting skills and provide quality early childhood education, they also provide a broad range of family advocacy, intervention and community action services. They recognize that families' basic needs and serious problems must be addressed if positive educational gains are to occur. Programs, therefore, accept the role as community change agents.

-MORE-

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- *Incorporating existing support systems in the Latino community into program structure.* Welcoming the participation of extended family members in parenting sessions and hiring residents within the communities served are important family support program components. So too is establishing "family-like relationships" through frequent and repeated face-to-face contacts and home visits.
- *Developing the program format and content to match Latino childrearing preferences.* Programs in the HFRP study include educational activities that recognize cultural differences in childrearing methods and goals. Programs for children emphasize social interdependence; respect for adults; and good manners, values and citizenship. Programs also build children's native Spanish skills before teaching them English while using materials that embrace multi-ethnic aspects of the community.

  Presenting multiple opportunities for Latino parents to participate in decision making. This includes parental involvement as advisory board members or as representatives on other governing bodies. Programs also present opportunities for parents to improve basic skills and English proficiency, seek higher education, improve skills needed in the work world and improve. This self improvement profoundly improves family literacy.

"For programs like those in our study to multiply," explains HFRP Associate Director Elena Lopez, "policies must provide the necessary resources and prepare staff to expand their roles beyond the traditional ones of educator and caregiver to problem solver, social change agent and relationship builder. Our study of Latino family support programs has demonstrated the commitment of the Latino community to promote the well-being of children and families. The challenge is for policymakers to make educational opportunity and social mobility a reality for Latinos.

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For more information about the study or to obtain copies of Volumes I and II, please contact HFRP, 130 Prospect Street, Cambridge, MA 02138, 617-495-9108. Or you may send in the order form included at the end of the ERIC entry.

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HFRP has also published these helpful resources:

Raising Our Future: Families, Schools and Communities Joining Together Profiles 73 family support and education programs from around the country, offering analysis and useful recommendations.
(1995) 560 pp. $25.95 [ROF]

Building Villages to Raise Our Children Offers practical advice for establishing and managing a family support program. Six volumes: *From Programs to Service Systems, Collaboration, Funding and Resources, Evaluation, Community Outreach, Staffing.*
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Supporting Latino Families:

Lessons from Exemplary Programs

(Resumen en español)

Volume II:

In-Depth Profiles

Angela Shartrand

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Volume II: In-Depth Profiles

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Harvard Family Research Project

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SUMMARY

This report highlights 11 family support programs that are serving one of the fastest growing groups in the U.S.—the Latino population. We hope that, in reading through the report and profiles, readers will get a sense of both the commonalities and differences that exist among the families served, both within each program and across programs. We also hope that others will use the information provided to improve their own programs and strengthen the services they provide to culturally diverse communities.

Section 1: Overview

The Latino Population in the U.S.: Diverse and Growing

The Latino population in the U.S. is expected to increase dramatically over the next decade. Some of the challenges Latinos in the U.S. face are high levels of poverty; high birth rates; cultural, economic and linguistic barriers; and prejudice, discrimination, and other social problems.

The term "Latino" is used to refer to populations that have some connection—linguistic, cultural, or otherwise—to the Spanish-speaking countries of Latin America, though this population is extremely diverse. Mexicans, Puerto Ricans, and Cubans comprise almost 80 percent of all Latinos in the U.S., but the differences in socioeconomic status, education level, and geographic location of the three groups make each distinct. Immigration status and acculturation level is one of the most salient differences among Latinos in the U.S. Immigrants face a language barrier, the stress of acculturation and assimilation, and family separation or disruption. U.S.-born Latinos differ in terms of primary language spoken, cultural values and lifestyles, and levels of acculturation and assimilation. Migrant agricultural workers comprise another important and distinct group among Latinos.

This diversity in terms of country of origin, immigration status and acculturation level, cultural values and beliefs, and socioeconomic conditions makes it extremely difficult to accurately describe the needs and concerns of Latinos as a whole, posing challenges to researchers, practitioners, and policymakers.

Latino Families: Understanding Culture and Context

Recent research on Latino families demonstrates the combined effects that culture and environment have on family life, childrearing practices, and cultural beliefs. Rather than focusing on the deviant aspects of the Latino culture and describing Latino families and culture as homogeneous, static, and independent of wider social and economic influences, researchers are moving toward richer descriptions of the developmental processes, contextual influences, and creative adaptations that Latinos and other cultural groups exhibit in varied circumstances and at various points in time.

A frequently mentioned value of Latino culture is the strong identification and attachment to the family. This concept of familism as a cultural value seems to cut across different Latino ethnicities and levels of acculturation. Another common theme in Latino culture is the concept of *educación*, which refers to teaching children the importance of morality, respect, and family unity, as well as high expectations and aspirations for children's academic and occupational success. In terms of the childrearing practices of Latino families, it is important to consider that childrearing behaviors and values are shaped by a number of intertwined variables, including family and community resources, cultural beliefs, parents' past experiences with their own caretakers, and parents' self-confidence in their ability to be an effective parent. It is rarely possible to separate "culture" from other important influences.

Section 2: Data Collection and Analysis

Selected family support programs were asked through an outreach letter to send written materials that would provide descriptive information about their projects. Programs were then selected for follow up according to a combination of the following criteria: (1) programs that served a significant percentage of Latino families; (2) served children from birth to age six; (3) offered some services or referrals to the whole family; (4) specifically addressed the needs and concerns of Latino families. In the final selection, an effort was made to accurately portray the variety and diversity among programs serving Latinos across the U.S.

Using information from the written materials and from interviews with the directors and staff of the programs, complete profiles of each program were written, which included an overview of the program's services and goals, and ways the program targeted these services to the Latino population. In order to explore participants' parenting goals and concerns, parent focus groups were conducted at four sites. The purpose of having parent focus groups was to highlight ways to improve and strengthen family support programs in the context of parents' views and experiences.

Section 3: Program Design and Implementation

Program Approaches

From our study, there seem to be five broad ways in which programs serve Latino families; some programs fit two or three approaches into their work.

1. Programs that evolve from serving Latino communities. The original population was Latino. These programs were somewhat less explicit in their discussions about cultural issues because they had nothing to compare themselves with.

2. Programs designed with culture and language in mind. One program in particular was very conscious of cultural issues in its design, and aimed to provide high quality services to diverse minority communities.

3. Program models that are adapted or modified to serve a Latino or multiethnic community. In this situation, a standard "program model" (e.g., Parents As Teachers, HIPPY, Head Start) is tailored to operate in a local community. The degree of adaptation may vary widely.

4. Programs that utilize community-based Latino organizations or agencies to sponsor a program site or provide culturally competent services. For this approach, programs took advantage of already existing community agencies that had expertise in serving the Latino population. The programs or initiatives would develop contracts with these agencies to provide a particular service, such as medical or mental health services, or to sponsor the program or implement the program.

5. Programs that take a multiethnic approach to serving multiple ethnicities and cultures, making adaptations on an individual or family-by-family basis. Programs honored the backgrounds of all families, had curricula that integrated many cultures, had staff that reflected the multiethnic community, and celebrated a multiplicity of cultures, traditions, and languages.

Program Context: Multiple Goals, Multiple Needs

In discussing program design and implementation, it is important to consider the context in which programs operate. Programs are faced with the challenges of helping to meet families' basic needs, helping families navigate the U.S. "system," successfully integrating the programs' parenting information with families' existing childrearing beliefs and practices, and building the capacity of

participants and community members so they can become leaders in the program and in the community. Programs played a number of roles in order to meet these challenges, and tensions often arose as a result of balancing conflicting needs, prioritizing goals, and managing time and resources.

One of the most striking themes that emerged from our interviews with program staff was the challenges which programs face in helping to meet families' basic needs. Social problems such as poverty, crime, and unemployment made families' needs overwhelming and the task of connecting families with services all-consuming at times. The majority of the families served by programs were either working poor, lower-middle class, or on public assistance. Without changing the financial situations of families, some felt that the program could only provide short-term help for "the needs of the moment."

While some communities had strong community-based networks of social services, others mentioned service gaps that posed numerous barriers to families, such as the lack of child care services, culturally and linguistically appropriate services, employment and job skills opportunities, affordable housing, transportation, and adequate health care. One of the biggest challenges that programs dealt with was helping newly arrived families to navigate the U.S. "system"—social services, education, health care, and legal services—which was in most cases inadequate in serving the Spanish-speaking public. Institutional barriers, particularly due to eligibility requirements and immigration laws, made it difficult to help families gain access to medical insurance and Medicaid, housing assistance, AFDC, and stable employment. In addition, programs have been negatively affected by anti-immigrant sentiments in the U.S.

Programs strive to incorporate parents' perspectives on good parenting, childrearing values. and goals for their children. Culturally specific childrearing values included teaching children respectful and appropriate behavior, especially toward parents, and how they should behave in public. Programs noted that many Latino parents want their children to become good people and good citizens, and referred to the concept of *bien educados*, which included wanting their children to learn to be responsible, to share with and help others, and to not be greedy.

Program Goals

Five main themes describe the major goals expressed by the programs. The first theme centered around promoting parenting competence and confidence, which included promoting parents' awareness of their central role in child development and learning, developing parents' confidence in carrying out this role successfully, and asking parents what they wanted for their children.

The second theme was enhancing family functioning. Most efforts in this area consisted of making the family aware of its strengths; helping the family to articulate goals, identify problems, and make its own decisions; showing the family members how to use family strengths and resources to solve problems and advocate on their own behalf; and building an awareness of family relationships and childrearing practices.

Encouraging adults' personal development was a third theme that emerged as programs expressed their goals. The programs made efforts to build a sense of self-efficacy, purpose, and control in individuals, both in their family life and in the community. Presenting opportunities to acquire basic skills such as literacy and English fluency was usually the first step in this process.

The fourth theme that emerged was helping families overcome the language barrier. Programs worked towards this goal by offering opportunities for families to learn English, and also by hiring bilingual staff and offering information in both English and Spanish.

The fifth theme centered around promoting active involvement in community and program decision making, thereby helping community members to "become their own leaders." Programs encouraged active involvement in advisory boards and other governing bodies, promoting parents'

roles as contributors, advisors, and decision makers. Getting everyone involved in community issues was seen as a central component of community empowerment and building ownership over the program.

Program Strategies: Building Bridges, Negotiating Different Perspectives

When programs work with families from a particular cultural background, they must strive to negotiate differences between families' cultural perspectives and those of the program. A program's ability to develop and to build effective relationships with members of the community depends, to a large extent, on how well it considers the cultural norms and beliefs that exist within that community. Programs tried to achieve this in various ways.

Several programs stressed the importance of having a strong philosophical orientation to working with families and children, particularly those who were disadvantaged. Programs also strove to make families feel safe, comfortable, respected and acknowledged, especially because of the alienation many Latino families feel from the public institutions they interact with. Another way that programs negotiated different perspectives was by taking the success of the child from the parents' perspective, rather than imposing a "mainstream" notion of childrearing goals on them. Programs found it important that parenting information respect and acknowledge family beliefs about childrearing, and that the information and services be presented in a way that is acceptable to families.

By building on the idea of *bien educados*, programs help children to become competent, confident members of their families and communities, helping to enhance and strengthen the parent-child relationship, rather that contributing to the erosion that can happen when children enter social environments that are culturally and linguistically different from that of their families.

Most programs stressed the importance of hiring and promoting staff from the local community in order to help establish strong relationships with families and to send a strong message to participants that the program is theirs, and that they can achieve success in the program.

Program Outcomes

Gaining information and skills about parenting. Respondents mentioned learning various parenting skills, which ranged from having more realistic expectations for their children and for themselves, to learning specific parenting practices that would expand their children's educational performance.

Receiving social support from other parents and staff members. Parents seemed tremendously grateful to have a support system of individuals on whom they could rely for assistance, advice, and information, and for whom they could provide support in return.

Growing as individuals, taking care of their own needs. In one program, mothers stated that they learned to pay attention to their own needs as well as their children's, indicating that the program was succeeding in supporting participants both as adults and as parents.

The important role of family advocacy. Participants expressed gratitude and relief to staff for providing the assistance they needed, particularly with the schools, social services, and health care.

Section 4: Lessons Learned

The issue of cultural competence is essential to consider when targeting a program to any group. Based on the information gleaned from program staff, directors, and parents, it is apparent that the programs described in this report demonstrate a range of culturally competent practices and characteristics. In conclusion, we present a synthesis of findings, based on the principles of culturally competent programs described in the work of both Adams (1990) and Mason (1994).

- **Program Philosophy and Goals Fit with Participants' Perspectives**

  Program philosophies focus on families' resources and strengths, rather than deficits, and the programs elicit the families' goals for themselves and their children, rather than impose an idea of what the family should work on and how they should raise their children. This requires that programs recognize the cultural differences in the childrearing values and methods, understand what families consider beneficial and desirable for their children to learn, and help the family get the information and services they need to actualize their goals.

- **Program Structure and Design Facilitate Cultural Sensitivity**

  Cultural and linguistic barriers are eliminated whenever possible, increasing the likelihood that all participants will feel comfortable, included, and represented. Opportunities for program participation are numerous and varied to offer families choice and control over their involvement. Mechanisms such as advisory boards and other governing bodies involve program participants, which helps programs to identify culturally appropriate and inappropriate policies and practices.

- **Format and Content of Program Services Match the Preferences of Families**

  Parenting information is presented in ways that match the ideal parenting values and behaviors of the families served, and the content of parenting classes and activities reflects families' most pressing concerns and interests about childrearing.

- **Programs Recognize the Diversity of the Communities, Families, and Participants**

  Programs stress that every family is unique. They are aware of the subgroups within their community, including immigrants, migrant agricultural workers, different ethnic groups, and different age groups of parents and children, and they tailor their classes and services to address the concerns and needs of all Latino families.

- **When Appropriate, Programs Invite Family Members and Close Friends to Participate**

  Programs respond to the concept of familism in the Latino culture by allowing parents to invite significant family members and friends to attend parent sessions and other program activities, and by trying to establish "family-like" relationships with families when offering parenting information and support.

- **Programs Understand families' Social and Economic Circumstances and Recognize the Need for Advocacy, Empowerment, and Political Action**

  Most Latinos in the U.S. live in urban areas where high levels of poverty and limited economic opportunities impinge on their quality of life. Programs serving Latino families face multiple challenges arising from a lack of resources and services, and a system which is not designed or prepared to meet the needs of a linguistically and culturally diverse society. Programs recognize the need for social change in order for families' and children's lives to improve. Through advocacy, political action, and empowering community members to effect change, programs address the need to go beyond families' immediate needs and circumstances.

Conclusion

These programs serving Latino families and children demonstrate the feasibility and success of culturally competent practice in family support programs. Central to their success is their capacity to successfully negotiate different cultural perspectives and goals, as well as a strong focus on family strengths, interests, needs and successful involvement at all levels.

Avancé Family Support and Education Program, San Antonio, TX

El énfasis de este programa es proveer apoyo comprensivo y basado en la comunidad a las familas Latinas que tienen muchas necesidades. El corazón de los servicios es el programa de educación de padres, que enseña a los padres las destrezas para realzar el desarrollo de sus hijos y proveer un ambiente seguro academicamente y emocionalmente en que pueden criar a sus hijos.

Bushwick Family Support Center of Family Dynamics, Inc., Brooklyn, NY

Esta agencia es dedicada a fortificar a las familias y proteger a los niños del abuso y descuido. Una meta principal del programa es impedir e invertir el ciclo del abuso y descuido por ayudar a las familias reforzar sus fuerzas establecidas, desarrollar las destrezas de vida y de ser padres, y realizar el mantenimiento económico propio que necesitan para prosperar.

Families in Partnership, Albuquerque, NM

El Programa Comprensivo del Desarrollo del Niño es un programa colaborativo que provee servicios de salubridad, educación, y financiero a las familias de posiciones bajas con niños menos de un año de edad. Las metas principales de este programa son: (1) facilitar el crecimiento y desarrollo de todos los niños que son menos de la edad escolar; (2) realzar la potencial social, educacional, y vocacional de los miembros de la familia para ayudarles salir de la pobreza y mover hacia el mantenimiento económico propio; y (3) facilitar la entrega de los servicios más productiva y eficiente.

Circulo de la Vida Familiar, Boulder County, CO

Circulo es un programa comprensivo para las familias Latinas que son monolingües y monoculturales. El programa ofrece servicios de precaución e intervención para mujeres embarazadas y sus familias. Quiere impedir los resultados negativos y promover la salud de las criaturas a través de cerco trabajo con las familias.

Family Focus Nuestra Familia, Chicago, IL

El objectivo principal de este programa colaborativo es promover la salubridad de los niños a través de apoyar y fortificar a sus familias, empezando con el embarazo. Hay una concentración en reformar el proceso educacional por preparar a la familia, y especificamente los padres, en vez de trabajar solamente con el niño.

Family Visitor Program, Glenwood Springs, CO

Los propósitos de este programa son de impedir el abuso y descuido de niños, y de promover familias saludables a través de la educación de los padres. El programa utiliza visitas a las casas de las familias para enfocar en las necesidades de cada familia individua, y provee educación y apoyo para los padres, muchos de quienes son adolescentes. El programa también hace presentaciones en las escuelas para reducir la proporción de embarazos de los adolescentes y para enterar a los jovenes de los asuntos de ser padres.

Florida First Start Program, J.H. Bright Site, Dade County, FL

El objectivo principal de este programa es realzar el papel de los padres como primeros maestros de sus hijos y dar a los niños el mejor comienzo posible de su vida, particularmente los que tienen desventajas y los que están en peligro de mal éxito escolar. Hay un énfasis en la educación temprana de alta calidad y en los servicios de apoyo que ayudan a las familias realzar el desarrollo intelectual, fisical, de lenguaje, y social de sus hijos.

Fruitvale Head Start Program, Oakland, CA

Esto es un programa pre-escolar bilingüe que provee servicios comprensivos a todas las familias que tienen hijos matriculados en el programa de "Head Start." La misión del programa es proveer una experiencia pre-escolar de alta calidad para los niños de la comunidad y apoderar a las familias en identificar sus preocupaciones y encontrar los recursos para tratar con ellas.

Betances Family Resource Center, La Casa de Puerto Rico, Hartford, CT

Este programa es fundado en la idea que el desarrollo saludable y la educación buena empiezan con el acceso a los servicios del cuido de niños de una calidad alta y los servicios de apoyo, empezando con el nacimiento. Es un sistema del cuido de niños y apoyo de familias que aprovecha de la accesibilidad de la escuela. La misión del programa es impedir los varios problemas de niños y adolescentes a través de fortificar las prácticas de dirigir la familia y establecer un una continuidad del cuidado de niños y los servicios de apoyo que necesitan los niños y padres.

The Naranjo Migrant Child Development Center, The Foundation Center, Courtland, CA

Este programa es un programa pre-escolar de Montessori para las familias de clase obrera y de trabajadores migrantes de la agricultura. La meta del Centro es proveer el plan de estudios apropriado para que los niños sobrepasen los requisitos mínimos de la educación durante su vida. El plan de estudios de Montessori y la instrucción de los miembros de la comunidad de ser maestros certificados de Montessori son dos características del Foundation Center que lo distinguen por su buen éxito y por su dedicación continua de las comunidades migrantes.

Project Early, Kansas City, MO

Hay un enfoque en este programa en servir a las criaturas y sus familias a través de un serie de asociaciones en la comunidad. Una marca de contraste del proyecto es que trabaja con las familias para llegar al mantenimiento económico propio como sea definido por las familias si mismas. Project Early espera que sus esfuerzas mejoren las oportunidades de los niños de tener buen éxito en su vida; crear familias estables y confiadas en sí mismas; establecer comunidades más confiadas en sí mismas; y ayudar a establecer un sistema de servicio social que da más atención a la familia.

Avancé Family Support and Education Program

San Antonio, Texas

Contact: Gloria G. Rodriguez, President and C.E.O.
301 South Frio, Suite 310
San Antonio, Texas 78207
210/270-4630

Locations: Low-income Federal Housing Projects in San Antonio; in neighborhoods and "colonias," unincorporated rural areas, in Rio Grande Valley and neighborhoods in Houston

Year Program Began: 1973

Number of Sites: San Antonio: 6 centers, 19 schools;
Houston: 3 mobile centers, 5 schools, 2 community centers;
Rio Grande Valley: 4 mobile centers

Number Served: Approximately 6,000 adults and children in 1995

Latino Population: 98% in all communities

Total Annual Budget: $2.1 million for San Antonio
$1.1 million for Houston
$1 million for Rio Grande Valley
$1.1 million for the National Office

Primary Funding Sources: Federal, state, and local governments; also foundations, United Way, fundraising and in-kind contributions

Key Features:

- Parent education
- Home visits
- Support services
- Referral and advocacy services
- Fatherhood program
- National resource and training center

Avancé, which began in 1973, was one of the first comprehensive family support and education programs in the United States.

Program Overview

Avancé, which began in 1973, was one of the first comprehensive family support and education programs in the United States. The program's approach is centered on providing comprehensive, community-based family support for at-risk and Latino populations. The core of their services is the

Parent-Child Education Program, teaching parents skills to enhance the development of their children and to provide an academically and emotionally secure environment in which to raise their children.

Avancé is in three areas in Texas: San Antonio, the Rio Grande Valley, and Houston. The San Antonio chapter serves residents of low-income federal housing projects, the Rio Grande valley serves neighborhood residents and those who reside in "colonias" (unincorporated rural areas), while the Houston chapter serves neighborhood residents. The national office is located in San Antonio. This profile describes Avancé services by focusing primarily on the San Antonio chapter. The exact services offered by each chapter vary by community.

Community and Participant Characteristics

The Avancé program in San Antonio serves the low-income, predominantly Latino community of the city living on the east and west sides. Many program participants hold low-paying service jobs generated by the area's five military bases. The majority of program participants are young Latino mothers with limited formal education. Nineteen percent of mothers have received a high school diploma and the average education level is equivalent to the completion of ninth grade. The average participant profile is a mother in her mid- to upper-twenties with two or three children. Approximately half of the program participants reported being married or living with a partner. Of the San Antonio participants, 78 percent were born in the United States, speak some English in the home and have no employed parent in the household. The unemployment rate among participants is 95 percent. Family incomes are typically in the poverty range and many participants receive income and housing support, with 63 percent living in public housing projects. Teen motherhood among program participants is common.

Key Events

1972	Avancé began in Dallas, Texas as a childhood intervention program with funding from the Zale Foundation
1973	Avancé, San Antonio, Inc. was founded by Gloria G. Rodriguez in the Mirasol Housing Project
1976	The Avancé, Dallas program dissolved
1979	Avancé added a second family center
1987	Avancé initiated a fatherhood project
1987	The Carnegie Corporation funded the Evaluation Project of Avancé
1988	Avancé established a Houston chapter
1989	Avancé received a grant to implement the Parent-Child Education Program with a literacy component in a school setting as a part of the U.S. Department of Education Even Start initiative

1989	Avancé received a grant to implement the Comprehensive Child Development Program sponsored by the Head Start Bureau
1993	Avancé established a Rio Grande Valley chapter
1995	State Appropriation was granted to enable replication in four cities
1995	Avancé was selected as an Early Head Start Grantee

Program Governance and Funding

The program is administered primarily by the president and C.E.O. of the national office, Gloria Rodriguez, who reports to a board of directors. Each of the three communities served by the program has a regional board of directors that is representative of the community itself. Each chapter also employs an executive director who directly oversees the program in the area. The executive director of Avancé, San Antonio works closely with three program directors for program creation and implementation. Avancé, San Antonio is monitored by the Texas Education Agency and the U.S. Department of Health and Human Services.

The majority of funding for Avancé, San Antonio is provided by the city, state, and federal governments, with additional funds coming from the United Way and private foundations. The San Antonio chapter receives funding from the city of San Antonio, the Texas Education Agency, the U.S. Department of Health and Human Services through the Head Start Bureau, as well as from private corporations and foundations. In-kind contributions and private donations supplement the budget, as do special fundraising events. Avancé aggressively seeks funding for new projects from foundation, corporate, and federal sources.

Approximately 75 percent of the staff are from within the target community, illustrating the program's commitment to providing role models for program participants.

Staffing

The non-administrative staff at the center occupy the following positions: parent educator, toy-making instructor, home visitor, child care supervisor, child care staff, van driver and cook. The program strives to employ sensitive, caring individuals who are bilingual and knowledgeable about the culture and community they serve. Approximately 75 percent of the staff are from within the target community, illustrating the program's commitment to providing role models for program participants. Professional staff must have teaching experience and be knowledgeable about child growth and development.

Staff Development

Professional staff at the program are required to have a college degree. Several paraprofessionals on staff have some post-secondary training, but not oriented toward obtaining a degree. All paraprofessionals receive standard preservice training at the onset, conducted by experienced staff trainers educated at the national headquarters, and continuing inservice training on

site. Training for management and administrative staff is conducted at the national office located in San Antonio. Paraprofessional staff are encouraged to pursue outside training through conferences and at the local community college, for which the program provides flexible hours.

Targeting Services to the Latino Population

Because the number of Latino-origin program participants is so high, Avancé tailors its program to meet the needs of the Latino culture in which it is immersed. All curriculum materials are available in both Spanish and English. Services are "inter-related, family-centered, and preventative in nature. The Avancé model is integrated into all aspects of home, school, and community life." In addition, all staff are bilingual and 75 percent of staff are graduates of the program. A concerted effort is made for staff to be representative of the community they serve so that they can act as positive role models for participants. Door-to-door recruitment of participants is an important means of reaching those who may not be aware of the services available to them or who otherwise "would not be motivated to attend if they are not personally invited."

All workshops are focused on meeting the needs of Latino participants. Particular programs such as the Avancé Hispanic Fatherhood Project focus on issues specific to Latino parents and address issues centrai to parenthood and cultural identity. The parenting curriculum is designed by the agency and is available in both English and Spanish. In addition, all visual materials depict Latino parents and children. Latino culture is woven into all examples and activities. All services are provided in the language requested by the family, and the whole family is incorporated into the program.

Program Services

Educational programs

The program's Parent-Child Education Program provides a nine-month intensive parent education course that includes instruction in toy-making, community resource awareness, home visits and home teaching, early childhood education, and transportation. Other educational programs include a comprehensive child development program, fatherhood and couples classes, Even Start and Project First, adult literacy and higher education programs.

Home visits

Weekly home visits are provided as a part of the Parent-Child Education Program and child abuse and neglect intervention services.

Training center

Avancé also acts as a national training center, and provides training institutes "to share and disseminate information, material, and curricula to service providers and policy makers interested in supporting at-risk Latino families."

Recruitment and Outreach

Participants in the San Antonio-based program reside in or adjacent to federally-funded housing projects. While most participants are introduced to the program by word-of-mouth and a semi-annual door-to-door neighborhood outreach campaign, some families' participation is court-mandated because of child abuse and neglect. Avancé is a community-based program and is open to all families residing within the designated boundary lines. The program also collaborates with other community agencies to provide additional services to families.

Parents' Roles

The goal of the program is to break the cycle of poverty for parents and children by strengthening the family. Avancé emphasizes both parents' personal development and the acquisition of specific parenting skills. The program has had a substantial effect on "the ability of mothers to provide an educationally sound and emotionally nurturing environment for their children." The role of parents involved in the program is to be the first teacher of their child. The parents' responsibility is to provide an educationally stimulating environment and emotional support for their children.

Collaborative Arrangements with Other Agencies

Avancé collaborates with a number of other community agencies. Literacy instructors and materials are provided by the Educational Service Center of the Texas Education Agency that serves the area, while space for the literacy classes is provided by Avancé. WIC administers a traveling clinic that visits Avancé sites to assist participants and qualifying staff to meet WIC appointments. The San Antonio program serves as an off-campus site for the local community college where teachers are sent so that program participants can do group enrollment, registration, purchasing of books and supplies, and financial aid through Avancé, which provides classroom space and students. The program sponsors Boy Scout and Girl Scout troops for the children of participating families. In addition, all services offered by the program are offered at nine public schools throughout San Antonio through Avancé sponsorship.

In addition, all services offered by the program are offered at nine public schools throughout San Antonio through Avancé sponsorship.

Curriculum

The curriculum for the Parent-Child Education Program, the core of services provided by the program, is designed for high-risk Latino families, but is also considered effective in African-American and Native American communities. Focus is placed on teaching effective and responsible parenting skills for parents with children aged birth to four years. The curriculum is designed to be culturally relevant and sensitive in helping parents "understand, accept, and assume the role as first teachers" of their

child. Curriculum material, which "motivates and empowers parents to become involved with their children," is available in both Spanish and English.

Evaluations

From 1987 to 1991 an evaluation was conducted jointly by researchers at the University of Houston and Avancé with a grant from the Carnegie Corporation of New York. After completing the program, Avancé parents were compared to a control group which did not receive any services. The findings of the study suggest that the program had significant effects on parenting attitudes, knowledge, and behavior. The evaluation found that Avancé parents were better able to "provide an educationally sound and emotionally nurturing environment for their children." Avancé parents understood, accepted, and actively pursued their role as the first teachers of their children. They were found to value education for themselves and their children and to have a knowledge base for the effective rearing of children. Avancé continues to conduct evaluations of its programs.

One outcome of the research conducted by the program was the discovery of frequent depression among mothers in poverty.

Challenges and Next Steps

One outcome of the research conducted by the program was the discovery of frequent depression among mothers in poverty. Addressing this need is a priority for the program and, in response, Avancé has begun emphasizing the mental and physical health components of its curriculum, and to increase access to health services for families. The program is also examining more closely the need for language development in children and has adapted the curriculum to include a home teaching component.

The program recently received a grant from the state of Texas to facilitate the expansion of the program into four new Texas cities: Corpus Christi, Laredo, Dallas, and El Paso. Avancé is in the process of developing awareness, support, and financial resources for the proposed expansion. In addition, the program is formalizing an effort to market its training services to programs outside of Avancé. The program is also in a constant process of identifying other community programs to collaborate with. Finally, Avancé strives to maintain its research and evaluation component and hopes to produce more internally-generated, rather than solely collaborative, research.

Bushwick Family Support Center of Family Dynamics, Inc.
Brooklyn, New York

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Family Dynamics, Inc.
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718/574-0129

Locations: Brooklyn, Bedford-Stuyvesant, Bayview Women's Correctional Facility, and Manhattan

Year Program Began: 1975, Bushwick site opened in 1986

Number of Sites: Four

Number Served: Approximately 450 parents, 10 infants and toddlers, and 1,000 youth

Latino Population: 90% Latino, predominantly of Puerto Rican, Dominican, Central American, and Mexican descent

Total Annual Budget: For all sites: approximately $3 to 4 million
For Bushwick: between $800,000–$1,500,000

Primary Funding Sources: Child Welfare Administration (Purchase Prevention Program); Department of Human Resources; Department of Youth Services (youth programs); New York State Department of Social Services (pregnancy prevention services); Robin Hood Foundation (strategic planning, technical assistance); Foundation for Child Development (Project ESTEEM); Department of Justice (Correctional facility); Board of Directors (coordinates private fundraising activities)

Key Features:

- Parent development workshops
- Individual family counseling
- Early childhood education centers
- Youth programs in martial arts and aerobics; self-esteem workshops
- Teen parent support, including a nursery for teen parents who are working or in school
- Project ESTEEM—career planning, case management support, parenting education, and child care

"A major goal of the program and its services is to prevent and reverse the cycle of abuse and neglect by helping families build on their existing strengths."

Program Overview

Family Dynamics, Inc. is a non-profit organization dedicated to strengthening families and protecting children from abuse and neglect. The program's philosophy stresses a commitment to families. According to Pegine Echevarria, "We live by three key things in our organization. First, we believe that responsibility, ethics, excellence and integrity are our strengths, and I encourage all of our staff and everybody to live up to those values. We believe that all families are responsible, worthwhile, lovable, and capable, and that everyone walking into the site should be treated as such. Finally, we believe that if the site isn't good enough for our own [the staff's] daughters and sons, then it's not good enough for us or the families we serve." A major goal of the program and its services is to prevent and reverse the cycle of abuse and neglect by helping families build on their existing strengths, develop healthy parenting and life skills, and achieve the economic and emotional self-sufficiency they need to thrive. In addition to core preventive services, each site provides special programs addressing the unique needs of their surrounding communities. There are three Family Support Centers: two are located in Brooklyn (Bedford-Stuyvesant and Bushwick areas), and one is in Manhattan. It also offers programs and services at two correctional facilities.

Family Dynamics' service sites are selected in response to community needs and are therefore located in neighborhoods that have the highest reported incidence of child abuse and neglect.

Community and Participant Characteristics

Family Dynamics' service sites are selected in response to community needs and are therefore located in neighborhoods that have the highest reported incidence of child abuse and neglect. In Bushwick specifically, there is a great deal of concern regarding crime and safety, due to a high rate of gang and drug activity in the community. Bushwick also has one of the highest teen pregnancy rates in New York City. The Bushwick community has been named a health crisis zone by the Department of Health, with problems of lead poisoning, high infant mortality, poor nutrition, and substance abuse. There are not sufficient health care facilities to serve the community. A majority of the population, even those who are working, has no health insurance.

Many businesses have moved out of the community. This has created a lack of opportunities for young people to secure permanent jobs and a sense of stability as they become adults. About 65% of the Bushwick community receives some form of public assistance, and these are predominantly single female-headed households. There is a working class population in Bushwick community, most of whom work outside the community.

Despite the challenges Bushwick faces, a number of community strengths have emerged. Over the past few years, agencies have begun to increase levels of collaboration with each other. The first Puerto Rican congresswoman elected in D.C. is from the Bushwick community, and a highly vocal senior assemblyman has been effective in securing funding for the community. In response to the high crime rate, community policing has come into play. This is beginning to help create a safer community.

In terms of cultural demographics, the north side of the Bushwick community is 60 to 65% Latino, with an equal distribution among Puerto Ricans, Dominicans, Central Americans, and Mexicans. About 25% of the community is African American, and there are small percentages of Polish, Russian, and Korean. At the Bushwick Family Resource Center, 90% of the participants are Latino.

Key Events

1975	Family Dynamics began in Bedford-Stuyvesant as a parenting education program
1980	Evolved into an early childhood center respite center, and then moved on to include a preventive service program that provides programs to families who are at-risk of having their children placed in foster care
1983	Began to include youth services, focusing on programs, groups, recreational and socialization kinds of groups that work with young people 21 and under
1986	Services began in Bushwick
1988	Services began at the Bayview women's correctional facility
1990	A site was opened in Manhattan
1994	Grant for youth programming received; classes and workshops on self-esteem, leadership, martial arts, computers, and aerobics incorporated into program

The first Puerto Rican congresswoman elected in D.C. is from the Bushwick community, and a highly vocal senior assemblyman has been effective in securing funding for the community.

Program Governance and Funding

The relationship between Family Dynamics and the Bushwick Family Support Center is highly collaborative and fluid. Though the Bushwick site is autonomous, there is constant communication and information sharing among Family Dynamics' executive director, associate executive director, the funding director, and the Bushwick site director. Potential funding streams, local politics, and community conditions are routinely discussed among the directors, and funding proposals are worked on collaboratively. Though hiring policies are handled by a human resources person at the main office, guidelines are always open to revision and discussion.

Fiscally, the Family Dynamics main office handles budget and funding issues, such as taxes and payroll. The Bushwick site director reviews budgets for proposals to ensure that nothing is left out, and works closely with the fiscal office.

Staffing

There are ten staff members and five volunteers at the Bushwick site. The director of the Center has an MSW, and has extensive experience with program coordination, as well as experience in parenting education and early childhood education. The counselors have bachelor's degrees, usually

a BSW or BA with a psychology or sociology background. The career trainer has a master's in adult education and career support services. The early childhood teacher is currently earning an M.Ed. in infant/toddler education. The youth worker, who was a former client in the program, is enrolled in a bachelor's program.

Family Dynamics has a strong commitment to hire from their own pool of volunteers, community members, and participants, and always tries to promote from within. Volunteers and staff are encouraged to continue their education, whether that be to pursue a master's degree or a GED certificate. There is also a strong sense of community and emotional support among staff. According to Echevarria, "We are very big on hugs here. When the paperwork gets to be too much, and things aren't going well, we have a group hug and remind each other that we are here to help people and to support each other."

There is also a 24-hour crisis hotline, which offers immediate counseling, emergency funds, transportation and other services to families in crisis.

Staff Development

The Family Support Center at Bushwick does much of its hiring through in-house recommendations or through other people in the community. Advertisements are placed in the New York Times as a secondary recruitment effort. Once people are hired, they begin with a technical training, learning how to fill out forms and write assessments. These skills are reinforced with the help of the clinical services director. Staff get training on how to work with children who have been sexually abused, how to work with fathers, with resistant clients, and with issues of substance abuse. There is informational training on HIV/AIDS, including the clinical and family issues involved. The staff receive training on working with groups, as well as with individuals within groups. There is training on how to empower families with particular issues, such as special education and working with the school system. Training is also offered on an individual basis according to the needs of a particular staff member or program component. Another part of staff development is having the staff participate in community activities (e.g., rallies, city planning meetings, and public forums). They then become familiar with the community issues that may affect the program or the participants in the program.

Targeting Services to the Latino Population

Because 65% of the Bushwick community, and 90% of Bushwick's participants are Latino, the Bushwick center makes an effort to hire staff that are bilingual and bicultural. In addition, all materials are offered in both English and Spanish. Though some participants are not yet fluent in English, Project ESTEEM is intentionally conducted in English to help participants improve their English skills to secure employment. The staff at the Family Support Center are sensitive to the issues that are relevant to many in the Latino community, such as language and generational issues and issues surrounding children's gender socialization. Issues of jobs and roles are discussed from the Latino perspective, and staff are trained to

follow certain cultural rules in order to support the community. During parenting education classes, staff use examples and bring up issues that are culturally relevant. Because food and the kitchen are an important part of the culture of the Latino family, the Center has set up its site so that counseling can take place in the Center's kitchen. Parenting classes taught in Spanish take place around a table rather than in a lecture style to avoid a situation where participants are being "talked at."

Program Services

Counseling and advocacy

Family counselors work with families and children to address problems that have placed them at risk for abuse. Counseling services are combined with assistance and advocacy to find concrete solutions to specific needs. There is also a 24-hour crisis hotline, which offers immediate counseling, emergency funds, transportation and other services to families in crisis.

Parenting skills education workshops

Family Dynamics uses its own copyrighted parenting education curriculum in a 16-week series of workshops. These help mothers and fathers learn essential parenting skills and stress the importance of communication with their children. The curriculum is adapted to meet particular needs of participants, such as teen parenting, for example.

Early childhood education

Through its preschool programs, children receive quality early childhood education and learn important social skills while receiving extra measures of nurturing, love and support from the staff. Regular individual parent-teacher conferences afford parents the opportunity to discuss the development and progress of their children. Parents attend early child development workshops as well as sessions devoted to increasing parenting knowledge.

Project ESTEEM (Enhancing Skills to Ensure Employment)

In partnership with New York City's Human Resource Administration, women who are on public assistance come for a 12-week cycle of career planning, case management support, parenting education, and child care. This unique, model welfare-to-work program is designed to help mothers define and confront barriers, explore options towards self-sufficiency, and develop action plans towards achieving defined goals. Participants complete the program with a resume, cover letter, a mission statement for their life, goals, objectives and strategies, along with some basic computer skills. A case manager provides follow-up in the implementation of goals. The program is an intergenerational program that includes parenting education. Once a month, parents and children go on a trip together where the staff models appropriate parenting behavior.

This unique, model welfare-to-work program is designed to help mothers define and confront barriers, explore options towards self-sufficiency, and develop action plans towards achieving defined goals.

Young parents workshops

Pregnant, parenting and non-parenting teens receive high school course credit for these specialized Family Dynamics workshops taught weekly at Bushwick High School and Bushwick Outreach (an alternative high school). In these classes, young people are helped to enhance their parenting skills and ability to support their families through job and vocational training referrals and placement services. The workshops also serve as a forum for discussing topics related to HIV/AIDS prevention, parenthood, self-esteem, and interpersonal relationships.

"Girls' Talk" and "Boys' Talk"

Weekly group meetings for teens and young mothers to form friendships and talk about important issues in their lives. Girls' Talk is led by a youth worker who is a former participant and teen mother. Discussion topics are decided upon by the group and may focus on issues such as teen parenting, interpersonal relationships, or planning special events and activities.

Youth programming

Classes include aerobics (three times per week), martial arts to promote self-discipline, and computer training for teens (one night per week).

Recruitment and Outreach

Some of the participants come to the center with particular problems or with questions about parenting. Some are referred by social services to the welfare reform program, and then learn about the different parenting resources. In addition, the Bushwick site engages in street outreach. The youth worker hands out flyers and pamphlets once a week along with other social service agencies. The Center also has monthly neighborhood sweeps in which staff go into apartment buildings and neighborhood centers to distribute program information.

Parents' Roles

Some parents who have participated in the center are recruited to serve on an advisory board, that makes suggestions for new programs and gives advice on improving existing programs. According to the director, participants, even teens, are very vocal about making suggestions to improve the center. When an air conditioner broke down, for example, several participants approached her to get it fixed. Many participants volunteer during and after their enrollment. Some are eventually hired to work for Family Dynamics as administrative or direct service staff.

Collaborative Arrangements with Other Agencies

After a history of non-cooperation and competition, the number of collaborations between agencies in Bushwick is steadily increasing. The director of the Bushwick site chairs the Early Childhood Bushwick Child

Care Network, a collaboration of 16 child care and Head Start agencies. These agencies have created a transition project to assist families who have children moving from one program into another, such as from day care to public school. The director also serves on the advisory board of the Bushwick Primary Care Clinic, a Latino health care clinic currently being built. The Bushwick Family Support Center has organized and hosted a domestic violence conference for Bushwick youth and services providers. The center has been one of the forerunners of the Bushwick Outreach Committee, which has organized neighborhood sweeps. The Center is part of both the Adolescent Services Coalition, a state-funded program, and La Plaza, comprised of local service agencies who gather to discuss issues of comprehensiveness and integration of services. It is also part of the Neighborhood Based Alliance, a state-funded collaborative project that is producing a 5-year strategic plan for the Bushwick community.

Curriculum

As mentioned above, Family Dynamics uses its own copyrighted parenting education curriculum, available in both Spanish and English, in their Parenting Skills Education Workshops, a 16-week series of workshops that stresses the importance of communication with their children. The program plans to revise the curriculum to integrate cultural issues that parent educators have encountered in their work with Latino parents.

Evaluation

Evaluation of Family Dynamics occurs on three levels. First, they pay outside evaluators (Philliber Research Institute and METIS) to formally evaluate the program and to help implement information gathering systems. Second, the program is evaluated yearly by the Adolescent Prevention Services Advisory Board and has received outstanding reports. The Child Welfare Agency conducts an audit to monitor the quality of services. Finally, the program continuously does internal evaluations. Every two weeks administrative staff spend five hours examining each program component to ensure that the program is on the right path, both in terms of numbers served and in terms of program philosophy.

Challenges and Next Steps

Some of the challenges facing the FDI Bushwick Family Support Center are: getting Latino families to take action rather than accepting things as they are; getting parents to think about issues such as stereotyping and gender bias; coming to an understanding with parents from many different cultures about what it means to be abusive or neglectful; and keeping families engaged in the services after having to make a professional intervention.

In terms of the future, the Center's greatest need is a new site. It is unable to expand and enhance its services at this point because of lack of space. With more space, GED and ESL classes could be offered on-site.

With additional funding, the Center would be able to reestablish a male involvement worker and create a full outreach program by training community members and providing them with jobs as outreach workers. With more funding, the Center would also hire counselors who are not tied to government agencies, hire more youth service workers, and have separate and more expansive child care for infants and toddlers. The Center would also like to create partnerships with big businesses that would enable people in the community to get the kind of skills they need to secure permanent jobs.

As of this printing, funding for the Center's programs is unclear.

Families in Partnership
Albuquerque, New Mexico

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City of Albuquerque
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Locations: Homes of Albuquerque residents; Albuquerque City Schools; East Central Multi-Service Center; John Marshall Multi-Service Center; North Valley Multi-Service Center

Year Program Began: 1990

Number of Sites: 3 multi-service centers
8 city elementary schools (child care only)

Number Served: 180 families

Latino Population: 64% in program, 39% in urban center

Total Annual Budget: $1.2 million

Primary Funding Sources: Administration for Children, Youth and Families, federal government

Key Features:
- Home visits
- Daycare services
- Group meetings
- Referral services

The program operates under the multi-million dollar CCDP grant, and is one of the original 24 research programs funded by the federal government.

Program Overview

The City of Albuquerque's Comprehensive Child Development Program (CCDP) "Families in Partnership" is a collaborative service delivery program that provides developmental, educational, economic, and health services to low-income families with children under one year of age. The program operates under the multi-million dollar CCDP grant, and is one of the original 24 research programs funded by the federal government. Various public and private health and human service agencies coordinate to provide a full range of services to families in an integrated and coordinated fashion. The major goals of Families in Partnership are to: 1) facilitate

the optimum growth and development of all children in the family who are under school age; 2) enhance family members' social, educational, and vocational potential in order to help them move out of poverty and toward self-sufficiency; 3) facilitate more productive and efficient service delivery.

Community and Participant Characteristics

Approximately 40% of the residents of the metropolitan area of Albuquerque are of Latino origin. Of the families participating in the program, 64% are of Latino origin. The majority of Latinos in the area are of native New Mexican descent, their ancestors having settled in New Mexico several generations ago. A minority of participants are recent immigrants from Mexico. Although there are some teen parents in the program, they do not constitute the majority of program participants.

Key Events

1988	Albuquerque's City Council commited a portion of the quarter cent sales tax to children's programs
1989	Albuquerque's Department of Community Services established the Office of Child Development
1989	Office of Child Development was awarded a five-year CCDP grant
1990	Services to families began in May
1990	Office of Child Development opened child care/development centers in four low-income neighborhood elementary schools
1995	The original five-year CCDP grant was extended for another three years

Program Governance and Funding

Families in Partnership functions as a project of the Comprehensive Child Development Program through Albuquerque's Office of Child Development (OCD). The OCD is a part of the City's Department of Family and Community Services. The OCD manager directs Families in Partnership. A board of agency representatives, community leaders and other experts provides guidance for program implementation and partnership development.

Federal funding for Families in Partnership comes from the Administration for Children, Youth and Families (ACYF). In 1989, a five-year CCDP grant was awarded to the City of Albuquerque for approximately $1.2 million per year. In 1995, ACYF extended the grant for the original cohort for another three years.

Staffing

Administrative staff includes a project manager, two early childhood education specialists, a social service specialist, a health specialist and a data manager. In addition, there are 16 family development advocates who conduct home visits and create partnerships with the participating families. These advocates are directly supervised by three field coordinators. Family development advocates are bilingual, although most Latino families they work with are monolingual English speaking. Paraprofessional advocates vary in educational background, with some having master's degrees, some having associate certificates, and others having high school diplomas. All have had previous experience working with families and children.

Staff Development

The staff doing home visits are more than case managers; they are family advocates and have undergone extensive training in order to understand the unique character of their job. Continual training is provided in monthly staff development sessions. It is made clear in training that the responsibility of the family advocate is not simply to manage cases, but to develop partnerships with families and help families work toward self-sufficiency. Outside speakers, interactive discussion, and various social service conferences are also included in the training.

Targeting Services to the Latino Population

Families in Partnership makes an effort to cater to the specific needs of Latino families by incorporating elements of traditional Latino family structure into its approach. For example, because the program's Latino mothers are often guided by "the male in the family wanting them to maintain the home and rear the children," it is common for them to view daycare as a last resort. Choosing not to use daycare centers hinders some mothers from furthering their education or gaining employment. The project must therefore reconcile such traditional viewpoints with practices that more readily lead to self-sufficiency. Instructional materials are provided in Spanish for those families who require them. In addition, the project has organized a Spanish–speaking women's group and provides Spanish-speaking mental health counselors when necessary.

Program Services

Home visits

The program offers families a family development advocate who visits the home and works with the families to determine the best course of action. The advocate provides information on early childhood development, prenatal care, financial planning, and job readiness while helping the family to meet its basic needs of food, clothing, and shelter. The primary aim of the family advocate is to understand the circumstances of the family and to

help the family to identify its own strengths so that they might be built upon. The advocate makes a minimum of three home visits with each family per month. The advocate's central role is to "work with the family to develop problem-solving skills that can assist in their gaining self-sufficiency."

Daycare services

One of the most important elements of the program is the provision of child care for parents who wish to seek work or further their education. Services are "provided by collaborating agencies and through a purchase-of-care voucher program." Care is provided in conjunction with Families in Partnership, the Albuquerque Public Schools and the City's Child Development Center Program. Care is provided for children three to five years of age.

One of the most important elements of the program is the provision of child care for parents who wish to seek work or further their education.

Group meetings

In addition to daycare and home visits, Families in Partnership also encourages participating parents to attend group meetings. Meetings are arranged around activities such as quilting, sewing, woodworking and video production, the idea being to concentrate on enhancing skills in a social atmosphere.

Referral services

Family development advocates provide families with information concerning available community services and broker relations between agencies and families. Referrals are made for job readiness, health services (including nutrition, immunization, and screenings), substance abuse counseling, and early childhood services among others. Many services are provided by the three city-operated multi-service centers located in low income areas in the city.

Recruitment and Outreach

Families must fall into federal low income guidelines and have a child aged birth to one year in order to qualify for the program. The staff are responsible for the recruitment of families who wish to participate. Final decisions on participation are made by CCDP's federal evaluation contractor in Washington, D.C. Other families can apply to the program with the understanding that they will become part of a 180-family pool that would replace families who cease to be a part of the program. Because the program is of a comprehensive service delivery nature, outreach is focused on community agencies that provide needed services for low-income families.

Parents' Roles

The primary role of parents is to use the program is to empower themselves, develop, and strive for self-sufficiency. The program encourages parents to identify their own strengths and to build on them. Parents are

expected to work cooperatively with their family development advocate, learn problem-solving skills and goal planning, educate themselves on available community resources, develop and enhance their job skills, and follow through on job preparation and referrals. In addition, parents' participation in the program is expected through family group activities, home-based child development education, and parenting workshops. Parents are also expected to follow through on the program's health requirements, which include prenatal visits, developmental assessments and screenings, well-child visits, immunization, and the acquisition of a family doctor. Generally, it is hoped that parents will demonstrate a commitment to meeting their family development goals, challenge themselves to try a new way of doing things, learn to make choices through decision-making, and develop the courage to accept change in their lives. Finally, parents are to make a deliberate effort to be their children's first teachers.

Families must fall into federal low income guidelines and have a child aged birth to one year in order to qualify for the program.

Collaborative Arrangements with Other Agencies

Because the program is collaborative by nature, it focuses on integrating existing social services rather than supplanting them. Families in Partnership collaborates closely with the Albuquerque Public Schools for early childhood education, and works with the local Technical Vocational Institute for enhancing adult education.

Families are assisted with housing concerns by being connected with affordable housing programs administered by non-profit agencies as well as the city's housing services. Job development is arranged through the Albuquerque's Job Training Partnership Act and through the use of a non-profit employment agency. Families' health needs are addressed through a major collaboration with the University of New Mexico's School of Medicine. The program also works closely with the city's three multi-service centers where comprehensive community health services are provided. Families' child care needs are in part met through referrals to and collaborations with various child care centers throughout the city.

Curriculum

The curriculum of the program is built around the needs, interests, and strengths of each child. It is specially designed to be developmentally appropriate and to enhance affective, psychomotor, and cognitive skills. According to program literature, "opportunity for exploration, choice and decision-making, self-initiated play, creativity, and exposure to rich language and children's literature will provide a sound base for success in school." Spanish and Native American materials are provided for those who require them. A parenting curriculum is also provided for parents participating in workshops conducted by early childhood development experts. Special Spanish tutorials are also offered.

Evaluations

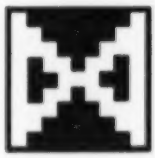
ACYF contracts with Abt Associates, a national evaluation company that designed the evaluations, to conduct the outcome assessments for all CCDP projects in the country. Family progress data are collected by family development advocates on a daily basis, and are compared with information gathered from the 180 families that serve as the program's control group three times per year. During the first five years of the program a qualitative study was conducted by an ethnographer contracted from the University of New Mexico.

Challenges and Next Steps

Families in Partnership believes that mental health is a vitally important service for at-risk families. It is looking toward providing expanded or alternative forms of mental health services, particularly interim counseling until more systematic treatment can be obtained. Additionally, an effort will be made to have male family members participate at a greater rate than before. This poses a particular challenge as "males often consider social service programs to be most pertinent for women." There is also a constant need to provide child care, which is often costly, for children under three years of age. In addition, the program hopes to address the needs of low income Latino families with effective job development.

Because the program is collaborative by nature, it focuses on integrating existing social services rather than supplanting them.

Circulo de la Vida Familiar
Boulder County, Colorado



Contact:	Rae Coleman, Administrative Team Leader The Community Infant Project Mental Health Center of Boulder County 400 East Simpson, Suite 200 Lafayette, Colorado 80026 303/661-0433
Locations:	Boulder; Longmont; Tri-Cities
Year Program Began:	1992
Number Served:	1995: 104 families
Latino Population:	100% Latino (predominantly Mexican)
Total Annual Budget:	$164,000
Primary Funding Source:	Local government and public agencies
Key Features:	• Prenatal and health services (ages zero to three) • Parent education • Home visits • Collaborative, interagency approach

Program Overview

Circulo de la Vida Familiar (Circulo) is a comprehensive family-oriented, home-visiting program for monolingual, monocultural Latino families. They offer primary prevention and intervention for pregnant women and families with children zero to three. The program seeks to prevent negative outcomes and to promote the health and well-being of the infants through close work with their families. The multi-disciplinary model was first developed as a program for infants at risk for neglect, abuse or attachment problems in the general population. In adapting to the needs of the monolingual, monocultural population, high risks include the difficulties families have in accessing needed medical and community services.

Circulo is a miniteam of the Community Infant Project (CIP), which is a collaborative program of the Boulder County Health Department (BCHD), Boulder County Department of Social Services, and the Mental Health Center of Boulder County, Inc. In addition, Circulo sub-contracts with Genesis, a program that serves pregnant and parenting teens in Boulder County, to serve the monolingual teen population.

Community and Participant Characteristics

Families served by Circulo are monolingual and monocultural. In 1995, of the 104 families served, 49% came from the City of Boulder; 34% from the City of Longmont; and 17% from the Tri-Cities area (Lafayette, Louisville, Broomfield); 60% of families had a teen mom. Seventy-six percent of families referred to Circulo indicate that their income level is not sufficient to meet basic needs; 54% are living in unstable housing; 81% consider their education level to be a problem in accessing jobs. A higher than average percentage of women receiving services have a history of child abuse or domestic violence. Most women are between the ages of 16-23. Parents and children are at risk mainly as a consequence of living in poverty in addition to being culturally isolated. Latino infants are at high risk of not receiving appropriate medical services.

Seventy-six percent of families referred to Circulo indicate that their income level is not sufficient to meet basic needs

Key Events

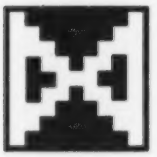
1991	Circulo received grant funding, through CIP, from The National Association for the Education of Children, with funds from the Kellogg Foundation. Bilingual Latino staff were hired.
1993	In May, staff training was completed and the first referrals were accepted. In December, Circulo contracted with The Genesis Project to hire a full-time family coordinator to provide services to monolingual Latino teens through the Circulo Program.
1994	In March, services were expanded to serve the entire county.
1995	Partial funding to replace original grant received from the Boulder County Commissioners and the City of Boulder.

Program Governance and Funding

Circulo was initially funded by a grant from the Kellogg Foundation for $200,000 that ran from November 1992 through April 1995. During that time, the Mental Health Center added funds from general funds and the Health Department's Genesis Project funded one full time employee. Additional funds have now been received through the Boulder County Commissioners and the City of Boulder. Donations of $1000 have been received to assist in group work.

Circulo is part of the Community Infant Project (CIP) team. CIP was established in 1984 in order to address growing concerns regarding child neglect and abuse in the community. CIP is administered under the Mental Health Center of Boulder County, Inc., a private, non-profit organization. The Mental Health Center is administered by a Director, two clinical directors, a medical director and a business manager, who are responsible for the organization and supervision of all the employed professionals. In addition, there is a Board of Directors composed of 18 members, residents of Boulder County, who are committed to providing quality mental health care services.

Overall, Circulo makes programming decisions independently, in consultation with CIP clinical and administrative leaders. As part of the larger CIP team, Circulo participates in discussions and meetings held by the CIP Advisory Board, which includes the head administrators of all three collaborating agencies.



Staffing

The Circulo de la Vida Familiar program is staffed by a therapist, a public health nurse, three family coordinators/case managers, two clinical supervisors, a program coordinator, administrative staff and a psychiatrist. The people who occupy these positions are professionals who have had extensive training and experience in their field as well as involvement with community organizations.

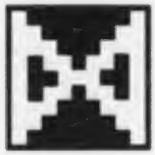
The therapist provides individual and family therapy and case management. The nurse oversees any medical issues, provides advise regarding other medical services and offers assistance interpreting medical information. The family coordinators are involved in case management, close work with families, including transportation, needs assessment, education, crisis intervention, and referrals to the nurse or therapist as needed. The clinical supervisor is responsible for overseeing all staff, discussing cases, providing support and consultation. The program coordinator is responsible for coordinating activities on a day-to-day basis. Finally, the staff psychiatrist provides psychiatric evaluations and consultation to Circulo staff, and conducts regular charts audits.

Staff Development

Staff training is an integral and on-going process. Circulo staff have weekly team meetings where case material is presented and reviewed by the team. Each clinician receives an hour of individual or group supervision around the cases they are working with in order to ensure that each family is receiving the appropriate services. The clinical director facilitates a 20 hour orientation for incoming staff. Also, there are in-service training sessions with personnel from different areas of the mental health center; at times, the center may provide funds to attend outside conferences and workshops. Cultural issues concerning how best to provide for and interact with Latino families are at the center of most training and discussion sessions.

Targeting Services to the Latino Population

Circulo de la Vida Familiar grew out of a pressing need in the Boulder community to engage in work with an increasing Latino population. These families suffer not only the consequences of poverty, but of socio-cultural alienation and under-employment; their children are at a high risk of not receiving proper medical attention and emotional support. Circulo was developed to address the specific needs of monolingual and bilingual pregnant



and parenting Latino women and their children (ages 0-3). Circulo addresses issues of abuse, neglect, lack of attachment and isolation that many Latino families face, and which put their children at risk.

Circulo is a home-based program. Once a week, one of the therapists uses an office at the health center to do assessments for Spanish-speaking families. Circulo is an outreach program concerned with prevention as well as treatment. The program works toward assessing and addressing a family's ability to meet its basic needs. It also examines families' educational background and issues of loss that families might bring from their past life in their countries of origin and the problem of isolation. Mexican and Central American immigrants are a minority, both culturally and language wise. This presents a problem not only socially but also medically, in terms of providing for their children and locating the necessary medical services. The nurse at Circulo plays a key role in identifying developmental problems in a child.

During home-visits, there is no paperwork; the visit takes place in a familiar and relaxed atmosphere.

The Circulo team was put together with the Latino population in mind. All clinical and some administrative staff are bilingual and bicultural (Latino). The family coordinators are trained professionals with a strong background in education and community work. The staff is composed of resourceful and committed individuals who know and respect the community and who are welcomed by the families as well as the other agencies with which they work.

"Social isolation and issues of acculturation are ongoing risk factors. This includes the intimidation that results from living in a non-familiar culture, and that translates into a lack of trust in agencies and figures of authority." Circulo staff are aware of the many problems immigrant families often face; this has played an important part in allowing them to develop respectful, educational and trusting relationships. They not only teach and guide, but also listen to and learn from the families they work with. For example, during home-visits, there is no paperwork; the visit takes place in a familiar and relaxed atmosphere. Another crucial issue has been that of introducing Latino families to the U.S. legal system in order to avoid trouble, especially with the younger generation.

Circulo recognizes the strengths of the Latino family and culture and works to support and uphold their values. For example, many of the families are stable, have two parents, and usually have healthy infant-parent bonding. Also, there is much caring and support from the extended family. Finally, the staff have become more aware of problems of loss that many individuals carry with them; many parents have had to leave a child behind while in the process of becoming established in the U.S. Others come from countries with a devastating political history; many have lost relatives and have been exposed to a great deal of violence. For the staff at Circulo, understanding these issues, being able to talk about and discuss the way they affect people's lives, is an important part of working with Latino families.

Program Services

Case-management treatment

Circulo staff provide or coordinate transportation, assess the extent to which a family's basic needs are being met and offer assistance in meeting those that are not met (food, shelter, medical care, clothing). Most staff-client interaction takes place through home visits.

Infant-parent psychotherapy

Treatment includes guidance for developmentally appropriate expectations of the infant and suitable medical practices.

Mother's Support Groups

The groups are open to mothers of children 3 years-old or less. The meetings provide a space for the women to talk about issues that affect their ability to parent their children; relationship and family concerns; child development concerns and other personal issues.

Recruitment and Outreach

Circulo receives referrals from all agencies in the county where teens and families seek out services. The links established with the Mental Health department, social services and local public schools facilitate the program's work and increase the programs' availability to those who need services.

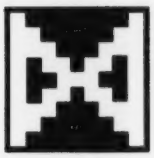
Parents' Roles

Parents serve as program-community links. Participant families feel comfortable and more at ease speaking with an individual that they recognize as a member of their community. Some fathers have taken birthing classes, have participated in the delivery of their child and have encouraged others to do the same. Many of the parents involved with Circulo collaborate in spreading the word, encouraging others and advising them about procedures and possibilities.

Collaborative Arrangements with other Agencies

Circulo functions as a case-management, prevention and intervention program that works in partnerships with the following agencies in order to provide their clients with a comprehensive plan of action, including the coordination of available services.

Partnering agencies and programs include (1) Emergency Family Assistance; (2) Echoe House; (3) Mental Health; (4) WIC; (5) Boulder Valley Women's Health Clinic; (6) Community Health Centers: People's Clinic, San Juan Clinic, Clinica Campesina, Salud Clinic; (7) Emergency Family Assistance; (8) Head Start; (9) Boulder Valley and St. Vrain Valley Teen Parenting Programs; (9) Child find (TRANSACT); (10) Boulder Valley



Schools; (11) City Housing Authority; and (12) Parenting centers in other locations; (13) University of Colorado's ESL program; and the (14) Department of Social Services.

Evaluation

Program staff and participating parents are involved in an ongoing process of evaluation concerning services, organization, and effective interactions between themselves and with other collaborating agencies. Also, these agencies fill out surveys which reflect the degree to which they understand Circulo is working successfully or unsuccessfully with them and with the families. Every six weeks, the case managers evaluate their work together with the families in order to assess the extent to which goals and objectives are being met and to discuss any new ones.

Another area that Circulo would like to address is the work that needs to be done with fathers, with the males in each community.

Challenges and Next Steps

Circulo would benefit from expanding its present staff in order to be able to better serve more individuals and families on a one-to-one basis. Budget and space limitations have to be dealt with in the process. More group sessions is a possible answer to the problem of trying to reach and serve more individuals who need services. Child-care and birth control issues need to be addressed. Also, many Circulo participants need to become better informed about the U.S. legal system and its workings.

Another area that Circulo would like to address is the work that needs to be done with fathers, with the males in each community. More services need to be targeted to males, such as recruiting them and incorporating male-oriented activities into the program. Finally, young mothers would greatly benefit from counseling that addresses their self esteem and encourages healthy psychological and physical development.

Family Focus Nuestra Familia
Chicago, Illinois

Contact: Blanca Almonte
310 South Peoria Street (Suite 510)
Chicago, Illinois 60607
312/421-5200

Locations: Nuestra Familia, located in West Town, is one of six Family Focus sites in the Chicago area

Year Program Began: 1976 Family Focus, Inc.
1982 Family Focus Nuestra Familia

Number Served: Nuestra Familia only: 174 families (223 adults and 559 children)

Latino Population: 95% Latino (primarily Mexican and Puerto Rican)

Total Annual Budget: $195,036 (Nuestra Familia only)

Primary Funding Source: Corporations and foundations

Key Features:
- Drop-in program
- Child development
- Health and nutrition
- Latino families cultural arts
- Parent-child activities
- Group meetings/classes
- Inter-agency services

Program Overview

Nuestra Familia, located in West Town, is one of six Family Focus sites in four diverse communities in the Chicago area. Family Focus' main objective is to promote the well-being of children by supporting and strengthening their families, starting at pregnancy. Each of the centers provides programs based on the specific needs of its constituent families and surrounding communities. Family Focus brings together social work, child development and counseling staff, trained community members and volunteers who collaborate to offer support and discussion groups, classes and workshops for parents and developmentally appropriate activities for children. Family Focus has also developed a stable network of collaborating agencies and programs within each of the communities.

Family Focus Nuestra Familia serves a primarily Latino population. It concentrates on programs that reform the educational process by approaching educational preparation through the family, and specifically the parents,

instead of working solely with the child. Their activities include "come as you are" drop-in hours, home visits, classes and workshops, play groups and special events for the whole family.

Community and Participant Characteristics

The Family Focus Nuestra Familia offers services for a population that is 95% Latino, mostly Mexican and Puerto Rican. As a city with a history as a port of entry for working-class families at the lower end of the economic scale, West Town continues to attract many new immigrants and is the second largest Spanish-speaking community in Chicago. According to a 1990 census, 43.2% of children under the age of 18 in West Town live in poverty. About 80% of the women are working mothers who hold low-paying, menial jobs and therefore do not qualify for economic assistance. About 65% of the families are stable relationships, with both parents living together, often close to or together with other family members. During the past years, many young professionals have been moving into the neighborhood, creating visible economic disparities. It is a very crowded neighborhood.

Key Events

1976	The first Family Focus drop-in center opened in an Evanston elementary school building
1978	Family Focus West Lincoln Park opened
1981	Family Focus hosted the first national Family Resource Forum, exchanging information with hundreds of programs and launching the Family Resource Coalition
1982	With support from the Junior League of Chicago, Family Focus Nuestra Familia opened in West Town to serve Latin American immigrants
1982	Family Focus Lawndale was established
1983	Family Focus Aurora opened (a comprehensive program for Latino families)
1987	Family Focus launched Kids Public Education and Policy Project with The Ounce of Prevention Fund for statewide advocacy initiatives
1990	Evanston/Skokie School District 65 Family Focus opened
1991	Family Focus 15th Anniversary Celebration culminated a year-long program of special public education and training initiatives
1993	Family Focus and Family Network, Inc. of High Land Park agreed to bring together the expertise and diverse experiences of both organizations to share information, and staff development, and to demonstrate excellent family support programs

1994 Family Focus, Kraft Foods, and the Governor's Office joined forces to expand Project Success programs for at-risk youth to 20 Chicago school communities

Program Governance and Funding

Family Focus, Inc. has a board of directors, an honorary board, a professional advisory board, and an executive director. Funding comes from foundations and trusts, corporations, individual and family foundations, government and public agencies and special events. Government and public agencies provide the largest income.

The Family Focus Nuestra Familia is governed by an advisory council made up of parents from the community, which works together with the center's director, program coordinator and child development coordinator to develop and maintain services that best meet the community's needs. The chairman of the advisory council is a voting member of the Family Focus, Inc. Board of Directors. The program was initially funded by the Junior League of Chicago, The Chicago Community Trust, Infant Mortality Initiative Programs and the Department of Children and Family Services.

The Family Focus Nuestra Familia is governed by an advisory council made up of parents from the community

Staffing

Family Focus, Inc. employs an executive director, a program services director and four center directors, one for each site (Evanston, Lawndale, Aurora, and West Town). In addition, each center is staffed by a center director, a program coordinator, a child development coordinator, child care workers, parent-helpers, and practicing students. The number of staff members varies depending on the number of participants in each center.

The Nuestra Familia Center director is responsible for overseeing the program, developing and strengthening community relations and working with the central office at fundraising issues. The program coordinator keeps in mind the goals of Family Focus, the needs that the staff perceive from the participant population and parent requests for services. The child development coordinator is responsible for children's programming. One full-time child care worker, other part-time workers, several parent-helpers and practicing students work at the center with children and parents.

Staff Development

The staff is composed of people who have had previous experience working with families and with children. The program coordinators are often social workers (MSW) who receive additional training from the site director on providing services within a family-support framework. Family Focus' philosophy centers around the importance of supporting parents as the primary caregivers and teachers of their children.

Interested participants from the community are often hired for entry level positions and are given the opportunity to continue learning, training and advancing professionally. Regular staff meetings include training

sessions and discussions offered by the more experienced staff. Special training for all Family Focus staff is planned on a regular basis. When participant parents are concerned about a particular situation, workers and volunteers are encouraged to develop their own materials and information, to share them with the program director and to present them to co-workers and later to participants.

Family Focus, Inc. has established a training and technical assistance division which assists individuals, agencies, social service and educational systems, in the development of family resource and support programs and principles.

Targeting Services to the Latino Population

Interdependence is the context in which families raise children, and understanding its significance amongst Hispanic families is an essential aspect of program development.

Family Focus Nuestra Familia has, from the beginning, worked together with Mexican and Puerto Rican families in the development of programs and family services. Family Focus seeks to support and maintain the cultural and organizational strengths of the Latino community.

Staff are trained in issues having to do with Latino family organization, values, approaches to raising and disciplining children and concepts of good parenting in order to enable them to recognize cultural differences and to understand how they can better establish communication with the parents and their children. For example, Latino families tend to share childrearing responsibilities and raise children as a community rather than as an independent family unit. Each family identifies those individuals whom they consider as part of the family. Children are raised to be self-sufficient, but they are also taught the importance of helping and supporting their family throughout their lives. Interdependence is the context in which families raise children, and understanding its significance amongst Latino families is an essential aspect of program development.

Family Focus helps parents develop skills for navigating unfamiliar civic bureaucracies. Low income immigrant children face a number of difficulties when starting school; the program familiarizes parents with the school system and offers English classes in order for parents to be better prepared to help their children with these challenges. In addition, joint school/community/parent collaborations encourage parents and children to see the school as an interactive, dynamic system in which they can become involved and serve as advocates for their children. Nuestra Familia parents have emerged as leaders in local school councils.

Program Services

Our Children

This program is held during daily drop-in hours and provides parents with age-appropriate activities for the entire family. The activities help parents get involved in the conscious intellectual stimulation of their children so the children will be better prepared for interactions at school. Child development, parent-child relations, and child rearing are all discussed.

Health and nutrition classes

These classes introduce immigrant Latinas to the foods of the United States. Participants are taught how to get the most out of surplus items and how to stretch budgets and coupons. Teachers emphasize the importance of good nutrition and give practical points on how to prepare meals that require few utensils and little cooking space. Physical exercise is a part of every class.

Latino family cultural arts

This program enables mothers to transfer the arts and crafts of their heritage to their children and provide parents and children opportunities for fun, interactive learning experiences. While working on projects in an informal setting, women are able to talk with their peers and staff members about concerns that might not otherwise be expressed.

Play 'n' Learn

This program feature reaches out to expectant parents and parents of children under three. Over an eight-week period, parents meet for three hours once a week while their children participate in developmentally appropriate activities facilitated by child development specialists. Each session for parents begins with a presentation on an issue related to child development. The informational session is followed by a parent-child activity, which is videotaped. Parents and children talk about the activity; the parents write down the children's words. By the end of the eight-week series, each of the families has a storybook that it has created and can read together.

Parent workshops

Parent workshops provide information to parents on child development, parent-child relationships, child behavior and other topics dealing with family dynamics.

English classes

These classes emphasize the practical application of language skills in realistic situations (e.g., communicating with the child's teacher or doctor).

Sewing and dressmaking

These activities enable women to stretch their families' budgets and earn additional income. All activity-based services provide a framework for peer support, informal education and practical guidance.

Recruitment and Outreach

Most families are brought into the program by other parents. Additionally, referrals are made by medical services, social services, and other community organizations. Many families come to the program because Family Focus is known as a resource in their community.

Parents' Roles

One of the principal goals of Family Focus is to build and strengthen parents' competence as the primary care-givers of their children. The program encourages partnership relationships with parents characterized by shared decision-making, and by designing program activities with parents to meet their expressed needs. Emphasis is put on developing leadership qualities and acquiring the skills for parents to become advocates on their own behalf.

Parents serve on an advisory council which reviews and recommends programs and policies for the center.

Collaborative Arrangements with Other Agencies

Family Focus Nuestra Familia is housed in a building owned by the Erie Family Health Center, allowing for child care and medical referrals to take place in the same building. It runs a program in collaboration with the Erie Family Health Center for mothers who are involved in drugs. The health center provides the counseling and medical services, while Family Focus provides the child care, parent-child activities, and parenting groups.

Other local service providers include Family Circle Care, St. Elizabeth's Hospital, St. Mary's Hospital, American Norwegian Hospital, United Charities of Chicago, University of Illinois extension services, and Pilsen Little Village Mental Health Center.

In the West Town neighborhood there is an organization of social service directors that meets once a month; issues of collaboration were worked out before the program got started and continue to be assessed and discussed in the meetings. During its 13 years of operation, Family Focus Nuestra Familia has developed close working relationships with most of the human service agencies and organizations to avoid costly and inefficient duplication of services. A monthly program lists the activities and services of all the collaborative centers.

Curriculum

Curriculum is based on the principles of family support, and is responsive to the culture and traditions of the community served. Family Focus places great importance on a continuously developing curriculum and set of activities that come from the needs and demands of the participant population, from their own areas of interest and from their own research into these areas. Play 'n' Learn is a curriculum developed through the partnership with the Chicago Board of Education Model Early Childhood Parental Training Project.

Evaluations

Currently, Family Focus Lawndale's Prevention Initiative is part of an ongoing evaluation conducted by the State Board of Education (the initial, promising results of this evaluation influenced the Board's decision to

continue Lawndale's contract beyond the pilot stage). The Aurora, Evanston and Lawndale centers are also piloting evaluation materials for the Ounce of Prevention Fund, which is working with Susan Philliber to conduct an outcome evaluation of Ounce primary prevention programs across the state. The Lawndale center's programs for teens will be included in this evaluation. Finally, Family Focus Lawndale was included as one of five exemplary models nationwide by The National Center for Clinical Infant Programs, Zero to Three, which has recently completed a five-year project to research and evaluate community systems that use successful preventive approaches, so that they may be adapted or replicated nationally.

Family Focus Lawndale has been identified as one of five exemplary models nationwide by The National Center for Clinical Infant Programs

Family Visitor Program
Glenwood Springs, Colorado

Contact: Saundra D. Swanson, Executive Director
Sheila Markowitz, Educator
Family Visitor Program
P.O. Box 1845
Glenwood Springs, Colorado 81602
303/945-1234

Locations: Homes of families residing in Pitkin County, Garfield County, and the Basalt/El Jebel Portion of Eagle County

Year Program Began: 1983

Number Served: 537 adults, 477 children, 290 families (1994)

Latino Population: 47% Latino, including Mexican, South American, and Central American backgrounds

Total Annual Budget: Approximately $200,000 for 1996 (projected)

Primary Funding Source: Communities, local municipalities, businesses and foundations.

Key Features:
- Home visits
- Group meetings
- Parent education
- School presentations

Program Overview

The Family Visitor Program began in 1983 on the recommendation of the Garfield County Human Service Commission to fill a gap in services for families when child abuse in the area was on the rise. Its purposes are to prevent child abuse and neglect, and to promote healthy families through parent education. The program focuses on the needs of individual families through home visits and provides education and support for parents, many of whom are teens. The Family Visitor Program also makes presentations in public schools to reduce teen pregnancy and increase teen awareness of parenting issues.

Community and Participant Characteristics

The program offers education and support programs for parents residing in Garfield County, Pitkin County, and the Basalt/El Jebel portion of Eagle County. The Family Visitor Program serves ten towns, including Aspen, Snowmass Village, Basalt, Carbondale, Redstone, Glenwood Springs, New

Castle, Silt and Parachute, and surrounding unincorporated areas. Because the region is largely dependent on the resort industry, work is often temporary, causing a large influx of residents and employment opportunities on a seasonal basis. There is a substantial number of Latinos, from various countries of origin, including Mexico and South and Central America. Approximately half of the families served by the program are Latino. The number of Spanish–speaking families has risen from fewer than 500 to approximately 9,000 residents since 1988. Many families are working toward attaining residency or citizenship but do not yet have the necessary papers. The region exhibits a great disparity in income levels, and the Family Visitor Program is a universal access program offering services to any family, prenatally until the child is a year old.

Key Events

1983	Garfield County Human Service Commission recognized the need for a program focusing on the prevention of child abuse and neglect
1983	The Family Visitor Program was offered to parents prenatally until the child reaches one year of age
1986	Family Visitor Program became an independent, nonprofit organization
1988	Family Visitor Program developed a program specifically for Spanish-speaking families
1993	"Los Niños Bien Educados," a 12-session parenting class for Spanish-speaking parents of children ages birth to ten years, was introduced

Program Governance and Funding

The Family Visitor Program is governed by a 12-member board of directors, the majority of whom are parents and several of whom are former clients.

The initial grantee of the Family Visitor Program in 1983 was the Denver-based Family Support Services, and initial funding was provided by a five-year Maternal Child Health block grant administered by the Colorado Department of Health. In 1986 the program became an independent nonprofit organization. Since then, continued funding has been provided by the community, local municipalities, businesses and foundations, many of which are Colorado-based. Some of these include the Colorado Children's Trust Fund, the A.V. Hunter Trust, the El Pomar Foundation, the Anschutz Family Foundation, the Colorado Trust, the Susan B. Lindsay Trust, and the Adolph Coors Foundation.

The region exhibits a great disparity in income levels, and the Family Visitor Program is a universal access program offering services to any family, prenatally until the child is a year old.

Staffing and Professional Development

The Family Visitor Program employs one full-time executive director, a part-time administrative assistant, a part-time educator, and nine part-time family visitors, five of whom are bilingual and bicultural in reflection of the population they serve. Home visitors are paraprofessionals with experience with children, either as parents or caregivers.

The experience of parents within the program is an important element in staffing. Three of the members on the board of directors and two of the staff are former clients, illustrating the program's focus on experience playing a major role in parent education.

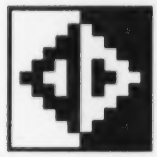
All home visitors are required to have had experience working with children, but not necessarily in a professional capacity. All staff are either parents or caregivers and utilize their experiences when dealing with the families they serve. Staff members arrive having already had child care experience, and additional training is provided by the program through staff meetings twice a month, guest speakers, and ongoing workshops on home visiting and parenting. The program was also awarded a full scholarship (training and travel) for Educator Sheila Markowitz to attend a two-week Trainer of Trainers Institute for Healthy Families of America, laying the groundwork for the Family Visitor Program to become a Healthy Families of America training site.

Targeting Services to the Latino Population

In order to provide effective services for the Latino community, the Family Visitor Program provides as much material as possible in both English and Spanish. Such materials include brochures, parenting information, and information on stages of child development, which the program either obtains in Spanish or translates itself. Home visitors are also able to administer the Ages and Stages Monitoring Questionnaire (done at 4, 8, 12, and 24 months) in Spanish when appropriate. More than half of home visitors are bilingual and bicultural. There are also programs designed specifically for Latino families, particularly the "Los Niños Bien Educados" and United States cultural awareness programs.

"Los Niños Bien Educados" is a 12-session parenting skill building program offered to Latino-origin parents of children aged birth to ten years. In 1994, three workshops were offered for 11 parents in Basalt and Glenwood Springs. The program is sensitive to the adjustments made by Latino families as they become acculturated to life in the United States, and is built around the concept of children becoming "bien educados, i.e., well-behaved in a social and personal sense, as well as educated in the academic sense." It examines traditional family and gender role expectations of children, and teaches parents how to promote and maintain the behaviors of "bien educados" children while minimizing "mal educados" behaviors.

Parents are also informed of the customs and laws regulating United States domestic behavior. The program provides parents with information on domestic violence and child abuse laws, and informs Latino families about behaviors that are considered proper and improper in the United States. The Family Visitor program has recently started a Spanish-speaking mothers support group that provides social activities, parenting information, and child activities for mothers of children from birth to age six.



Program Services

Home visits

The visits provided by the Family Visitor Program are tailored to meet the specific needs of individual families requesting services. Services range from emotional support to assistance acquiring documents to informal discussions on breastfeeding. Home visits take place once a week initially, and over time the frequency is determined jointly by the parent and home visitor, increasing or decreasing according to the family's situation. Requests for home visits frequently come from friends of families or families themselves, but some requests are made by the Department of Social Services or area hospitals. Because the program is tailored to the needs of individual families, issues dealt with vary from housing to papers to feelings of isolation.

Group meetings

In addition to the home visits provided by the program, several groups meet to provide support to young parents. Students at Yampa Alternative High School participate in the "Young Mom's Group," where pregnant and parenting mothers meet monthly to bimonthly to discuss teen parenting. Participants also organized the group "Choices," which provides education, decision-making skills, and a network for social support for young mothers. There is also a second "Young Mom's Group" offered for mothers from 14 to 25 years of age who are enrolled in Rifle High School or residing in the Rifle community.

Spanish-speaking mothers' support group

This support group, for Spanish-speaking mothers and their children (birth to six years old), meets weekly for approximately two hours. The group provides various activities that help participants develop a support network and promote children's school readiness. Group activities for mothers (e.g., cooking and crafts) provide an opportunity for socializing, exchanging parenting information, passing on information about U.S. laws and customs, discussing childrearing techniques, and how and when to teach children to speak English. Activities for children include mother-child play and school readiness activities.

Parent education

Various workshops are held for parents of young children to offer alternatives to corporal punishment and teach parenting skills that encourage acceptable behaviors in children. "Being Better Parents" is a workshop designed to meet the needs of families that have a history of violence in the home by offering alternatives to physical discipline and assisting families in finding non-violent methods of raising their children. Workshops are held in various locations throughout the service area. "Los Niños Bien Educados" is another example of parent education offered by the program.

School presentations

The program makes classroom presentations in area schools in which information is presented by both home visitors and teen parents about the realities of being a young parent. At these presentations discussions between students and parents take place, and films relevant to teen fathering, choices, love and abstinence are shown.

Various workshops are held for parents of young children to offer alternatives to corporal punishment and teach parenting skills that encourage acceptable behaviors in children.

Recruitment and Outreach

Although the program accepts referrals from area schools and hospitals, most information about its services is spread through social networks and informal associations. The program also takes referrals from the area's three low-income prenatal programs, and the Department of Social Services. Some families are also referred by the Assistencia para Latinos, an organization that assists Latino families in acquiring their documentation and papers.

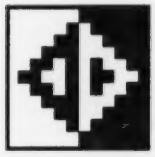
Parents' Roles

A central focus of the program is the empowerment of parents. Choices about which services offered by the program that will be utilized are made by parents. Parents also are taught to evaluate their child's development periodically and are then taught how to implement a plan to enhance it. The program stresses that parents work together with the home visitor in "identifying, owning, and solving their problems," according to program literature.

Collaborative Arrangements with Other Agencies

The Family Visitor Program has been instrumental in the founding of a local area chapter of the Colorado Coalition for the Protection of Children. It has been closely involved in Healthy Mountain Communities, a program in the Aspen to Parachute region dedicated to enhancing the quality of life in the area. The executive director of the Family Visitor Program acts as the chair for the Task Force on Strengthening Families, a key performance area designated by the Healthy Mountain Communities Program.

Staff on the program are active in many community coalitions, including the Latino Networking Council, Garfield and Pitkin Counties Human Service Councils, Coalition for Families, the Healthy Beginnings Prenatal Clinic Board of Directors, the Children's Network Board of Directors, and Child Protection Teams in Garfield and Eagle Counties. In addition to these, collaborative arrangements also exist with the agencies that refer parents to the program.



Curriculum

The Los Niños Bien Educados Program was designed by the Center for the Improvement of Child Caring (CICC). This center offers training for parent educators to implement the program at their own sites. The Being Better Parents Program was originally designed as a series of workshops for women who had been in domestic violence shelters or had experienced other abuse in their past. The program was adapted to better suit the needs of participants in the Family Visitor Program. Generally, the Home Visitor Program has no set curriculum, but draws its material from other programs such as Healthy Families of America, the Resource Mothers Handbook, the Center on Home Visiting and various other sources.

The Family Visitor Program has been instrumental in the founding of a local area chapter of the Colorado Coalition for the Protection of Children.

Evaluations

The Family Visitor Program conducts both internal and external evaluations to assess the efficacy of the program. The Scale of Family Functioning, developed by Janet Dean and Associates, is used to evaluate changes in the family and to rate the impact of the services provided. It is administered at the time services begin, again after six months of the program, and finally at the discharge of the family from the program. Social Supports, Confidence as a Parent, Affective Relationships, Stability and Meeting Basic Needs, Family Conflict/Stress and Coping, Sensitivity to the Caretaking Role, and Parental Expectations are examined and the results are compiled annually. The University of Oregon Infant/Ages and Stages Monitoring Questionnaire is also used to assess the developmental progress of children involved with the program. In addition, a pre- and post-program test of parents' knowledge of community agencies, prenatal and child nutrition, parenting and breastfeeding is administered to program participants.

In addition to these methods of evaluation, the program also seeks the input of community agencies and families themselves. Agencies such as the Department of Social Services, hospitals, physicians and human resource providers are requested to provide feedback on the program.

Challenges and Next Steps

The Family Visitor Program has not secured permanent funding, thus additional funds are required in order to expand its services to meet the needs of the changing population. Upon securing more funds, the program would

like to offer group meetings in a greater number of locations, and wishes to eliminate the already substantially reduced price of workshops for participants. The program would also like to continue to see families for a more extended period of time, rather than often having to cease home visits when the youngest child reaches one year of age. Ideally, the program would like to see families up until the youngest child reaches at least three to five years of age.

The Family Visitor Program has not secured permanent funding, thus additional funds are required in order to expand its services to meet the needs of the changing population.

Florida First Start Program–J.H. Bright Site
Dade County, Florida

Contact:	Rhoda Siplin, Coordinator Florida First Start Dade County School District 1450 NE Second Avenue, Room 565 Miami, Florida 33132 305/995-7631
Location:	J.H. Bright in Hialeah, Florida (Dade County)
Year Program Began:	1991
Number of Sites:	5 in Dade County
Number Served:	195 children, 144 families in Dade County (82 families at the J.H. Bright site)
Latino Population:	90% Latino, including South American, Nicaraguan, Cuban, and Honduran backgrounds
Total Annual Budget:	$487,000
Primary Funding Source:	State of Florida
Key Features:	♦ Parent Resource Centers ♦ Home visits ♦ Group meetings ♦ Parent education ♦ Referral

Program Overview

Florida First Start began in 1991 as a state-wide program for children (aged zero to four years) and their families. The program's main objective is to enhance parents' role as their children's first teacher and to give children the best possible start in life, particularly those with handicaps and those who are at risk of future school failure. The program emphasizes offering early, high-quality education and support services that will help families enhance their children's intellectual, linguistic, physical, and social development. Families enrolled in the program receive parent education, guidance, and help with attaining support services for children and families through home visiting and center-based activities.

Community and Participant Characteristics

The J.H. Bright Elementary School is one of five Florida First Start sites in Dade County. J.H. Bright is located in the Hialeah Northwest area, whose residents are about 90% Latino, 10% African American, and a small percentage of Anglos. The Latino community in Hialeah is very diverse, and includes Latinos of South American, Nicaraguan, Cuban, and Honduran background. The community in the west of Hialeah is mainly a transitional one, with a majority of families having recently immigrated to the U.S., while families living in the east of Hialeah are more established. The site serves over 45 families, most of whom are economically disadvantaged. J.H. Bright is a Title I school, with more than 90% of children receiving free or reduced-price lunches. Most families are receiving some type of public assistance, mainly welfare, Medicare, or Medicaid. However, the newly arrived immigrants are often unsupplemented, and are working toward attaining their documentation. Community resources include medical clinics, Northwest Dade Mental Health Clinic, hospitals, child development centers, early intervention programs, and Easter Seals.

Key Events

1989	Florida First Start Program was established by the state legislature
1990-91	20 school districts were funded to begin implementation at a total of 40 sites
1991	Dade County was granted money to open four family resource centers, including J.H. Bright Elementary School
1993-94	Dade County received additional funding through Project Phoenix (Hurricane Andrew Relief Funding), with which five additional centers were opened: Campbell, Pine Villa, Richmond Elementary Schools and the Everglades Migrant Camp

Program Governance and Funding

Each Florida First Start site is operated by the public schools, and is funded by the state of Florida. Florida First Start staff are supervised by a school district administrator who is responsible for implementing the Florida First Start program. First Start is supervised by the program coordinator in the school district office, who establishes and monitors program objectives and activities.

The Florida Department of Education requires that the program submit an annual application for funding. The allocation of funds is based on the economic needs of the community served and the number of infants and toddlers in each of the counties in which the program is implemented. Funds are administered in the Division of Early Childhood Programs; it is responsible for establishing a district budget that authorizes job openings at each Florida First Start site.

Staffing

Florida First Start staff hires one educational specialist at each site who must be certified to teach. At J.H. Bright, the educational specialist is certified in early childhood, elementary, and special education and home economics. Further, there are three full-time family intervention specialists—paraprofessionals who have experience working with young children and interacting with families.

All staff working at the J.H. Bright site are bilingual and bicultural, to reflect the population they serve. The paraprofessionals working at the J.H. Bright site are approved both by parents within the community and by the principal of the school. Many of those working at the site are parents themselves who have undergone the program's staff development process.

Staff Development

Paraprofessionals go through extensive training through either the Dade County School System adult education program or at Miami Dade Community College, especially when the primary interactions for that staff member are with infants and toddlers. Recently the program has begun requiring new paraprofessionals to have 60 college-level credit hours (the equivalent of an Associate's degree), 15 of which must be in the area of early childhood education. Florida First Start offers a scholarship to offset expenses for the first 12-15 credit hours. In addition, at every staff meeting there is a minimum of a one-hour staff development session, that typically covers topics such as community building, community networking, interacting with young children, and family relations.

Other professional development activities are strongly encouraged as well. Staff are encouraged to attain the CDA, or Child Development Associate, and must take a minimum of four early childhood courses at the community college or adult education center. Staff at J.H. Bright are also encouraged to get an Associate of Science degree in early childhood or elementary education, and to participate in the teacher education center, paraprofessional courses, seminars, and conferences.

One goal of this training and professional development is to help paraprofessionals envision how they can move through the public school system if they obtain their A.S. or B.A., and to see other places where they can work as paraprofessionals. According to First Start staff, this helps them to understand that there is a future for them in this field, and in the process makes them more committed to the quality of the professionalization process.

Recently the program has begun requiring new paraprofessionals to have 60 college-level credit hours (the equivalent of an Associate's degree), 15 of which must be in the area of early childhood education.

Targeting to the Latino Population

The site has a number of strategies to meet the needs and preferences of its participants, over 80% of whom are of Latino origin. First and foremost, participants are given a range of language opportunities in both English and Spanish. Parents are always provided with materials in both languages

because, while many parents have Spanish as their first language, many have a strong desire to learn English. For example, many parents specifically request course materials and pamphlets in both Spanish and English so they might further their understanding of English in their daily lives. Program staff also translate materials at the request of the parents.

To be more responsive to community needs, participants are asked about their interests. In doing so, the program found that families preferred to learn English in a more intimate capacity than simply taking classes at the local high school. The program responded by bringing English classes into the center, and has also done this with Adult Basic Education classes as well.

Pamphlets and course materials are also ethnically directed so parents can continue to pass on their heritage to their young children, and at the same time gain an understanding of American customs and systems.

...the program found that families preferred to learn English in a more intimate capacity than simply taking classes at the local high school. The program responded by bringing English classes into the center.

Program Services

Home visits

Home visits take place about once every two weeks and are given by trained parent educators who are paraprofessionals or by educational specialists. After the initial visits, each family is assigned to a paraprofessional, who is supervised by the educational specialist. The paraprofessional provides the educational specialist with written observations. The educational specialist may continue making home visits and monitoring infant stimulation activities as needed.

During the visit, information is given about child growth and development, home safety, nutrition, discipline, and play activities. In addition to these regularly scheduled visits, the program will provide additional home visits upon request. Such requests are usually made by guidance counselors or principals.

Center-based activities

Workshops are provided on parenting skills and other topics as requested. Vocational Adult Basic Education (ABE), ESL, and GED courses are offered as well, though not always on site.

Referrals to other community agencies and services

Families receive assistance with attaining other community services that are needed or desired. The program also assists with coordinating educational and medical screenings.

Recruitment and Outreach

Participants are recruited into the program through resource and referral agencies, word-of-mouth, the school principal, and personnel from clinics. Staff also go door-to-door, conducting a needs assessment and observing the amount of stimulation children are getting in their homes. At J.H. Bright, the educational specialist goes into the homes and visits families.

Parents' Roles

The main role of parents in the program is to be the teacher of their young child. In addition, parents give feedback on what they want and need for services. In this way, parents become the primary agents of what the program will offer to them and their children. Parents may also become students in vocational education. The program makes an effort to include fathers by inviting them to participate in the decision to enroll in the program and to involve more fathers directly in program activities. Finally, some parents become paraprofessionals in the program.

The program emphasizes parent education acting as a vehicle for family learning by focusing on the learning process itself. The coordinator of the program stresses that the process of parent education "has been developed for the enhancement of the family unit."

Collaborative Arrangements with Other Agencies

Interagency cooperation is established through Florida First Start staff, who sit on various interagency councils including the Interagency Coordinating Council (ICC). The teachers at each local site contact as many representatives as they can in the community. For example, they explain the program to community grocers, local clinicians, and recreation people, allowing the teacher to find out how each person or agency is willing to be involved in the program. This may range from doing resource and referral work, giving or receiving information about their own program or Florida First Start, and learning how to work collaboratively with other individuals in the community.

Through networking with community agencies, J.H. Bright has become recognized in the community as a resource and referral center for families. To date, nine families have been placed in Habitat Housing. The program has begun to work closely with Healthy Start, a national initiative that focuses on the health of the young child (prenatal to one year) to improve school readiness. Finally, First Start has participated in Child Watch and other early childhood campaigns over the past four years.

Curriculum

First Start uses the Hawaii Early Learning Profile (HELP) and MITCH (Multi-Interdisciplinary Training for Children with Handicaps). These curricula for paraprofessionals focus on intellectual development, family building, and quality health processes. In addition, they use the Bowden Parent Education Program, which focuses on the role of the parent as a stimulator for learning. Quality parenting programs such as Systematic Training for Effective Parenting (STEP) are also incorporated into the program. Some curriculum materials, such as those with the Bowden program, are available in both Spanish and English, while others, such as those with the HELP program, are translated by program staff at Florida First Start.

Evaluations

Each site has a parental assessment survey at the end of each year asking parents about the benefits of program to the child and parent. Overall the J.H. Bright site received very positive feedback from parents. The most frequent comment was that more centers are needed.

Challenges and Next Steps

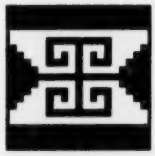
The Florida First Start Program does not yet have a permanent funding base, and could use additional funds to expand its services and increase the number of staff. Though the capacity for the J.H. Bright site is 30 families, 82 families were served last year, highlighting the demand for First Start's services. One staff member mentioned the need for parent resource centers in community agencies such as clinics, as well as in the public schools.

Though the capacity for the J.H. Bright site is 30 families, 82 families were served last year, highlighting the demand for First Start's services.

Superintendents, principals, and regional directors need to be aware of the importance of early childhood. Schools are drastically overcrowded, so it is a challenge to get sufficient space for First Start. While many administrators recognize the importance of the program and the potential for children who participate in such programs, it is a sacrifice for them to have the program on site. The coordinator sees the need to seek partnerships with realtors so they will consider building primary centers where early childhood programs can be implemented.

Other future directions for the program include extending outreach into the Latino community to encourage age-appropriate stimulation of infants and toddlers. Also, the program would like to help develop greater trust within the Latino community in the Department of Social Services and the Health Department.

Fruitvale Head Start Program
Oakland, California



Contact: Lee Turner, Director
Fruitvale Head Start Program
1470 Fruitvale Avenue
Oakland, CA 94601
510/535-6112

Location: Oakland, California

Year Program Began: 1986

Number Served: Fruitvale Head Start: 128 children
De Colores Head Start: 117 children

Latino Population: 83% in program, 60% in area

Total Annual Budget: $1,166,017

Primary Funding Source: Federal government

Key Features:
- On-site bilingual preschool
- Parent education and support
- Referrals

The Fruitvale community is extremely diverse: approximately 60% Latino, 20% African-American, 20% Asian, and a very small white population.

Program Overview

The Fruitvale Head Start Program, located in the Fruitvale district of Oakland, California, is a bilingual p reschool program that provides comprehensive family services to all of the families with children enrolled in the Head Start program. The program's mission is to provide a high quality preschool experience for the community's children and to empower families to identify their concerns and find the resources to address them.

Community and Participant Characteristics

The Fruitvale community is extremely diverse: approximately 60% Latino, 20% African-American, 20% Asian, and a very small white population. Economically, the community is mostly comprised of working poor and working class families, many of whom have young children. One of the strengths of the Fruitvale neighborhood is its dense concentration of social service agencies and community-based organizations, including the Spanish Speaking Unity Council, the Narcotics Education League, and La Clinica de La Raza, a well-established health clinic. Many of the organizations have existed in the community since the 1960's. Still, there is a great need for early childhood programs, with this area being one of the most underserved in terms of services for young children. The Fruitvale Head Start Program alone has 400 children on its waiting list.

There is also diversity in the families that Head Start serves. Many (about 70%) are newly arrived immigrants from Mexico, Central America, and Asia, though more established families are in the program as well. Some are bilingual, some speak only Spanish, and some only English. There are single-parent and two-parent families, those with a large extended family network and those who are fairly isolated.

The Fruitvale community, like many urban areas, has problems with crime, graffiti, and gangs, though these problems are less serious than in other areas such as East Oakland. People often do not feel safe walking around their neighborhoods at night, and there is a shortage of community centers and youth centers where families can gather and children can participate in organized activities. There is a great need for affordable housing; some families are on 10-year waiting lists. Many families live together with other families or their extended families in a small space; parents and three children may live in a studio or one-bedroom apartment. Many families are ineligible for MediCal, which limits the medical services that adults can receive. Parents often need dental care, which they cannot afford, and they cannot get mental health services unless there is a crisis. Finally, there is a shortage of services to help families make the transition to self-sufficiency and a higher standard of living. Job training, career development services, and child care, are in short supply, especially for families who do not speak English.

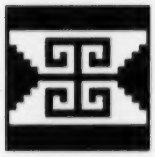
Many of the families Head Start serves have relatives and extended family nearby, which is a real resource in the community. Grandparents, aunts, uncles, or cousins may come in to pick up children. However, families who have recently immigrated may be very isolated, and not know where to turn.

The social services coordinator asserts, "Most of our families try to be very self-sufficient and are very proud that they've always been self-sufficient. They try to take care of their own and try to work hard, and don't like to ask for what they see as charity or handouts from the government. Most of the families that I talk to don't want to be receiving AFDC forever. They want to go to school, they're already going to school, or they're trying to work toward some kind of plan to become self-sufficient."

Program Governance and Funding

The Fruitvale and De Colores Head Start Programs are part of the Spanish Speaking Unity Council, a nonprofit agency that is the delegate agency for Oakland's Head Start programs. Lee Turner is the director of children and family services and oversees the child care department, of which Head Start is a part. The majority of funding comes from the federal government through the U.S. Department of Health and Human Services, with some additional support from the "Friends of Head Start" fundraising account. The programs are overseen by a policy council; approximately half the council members are parents and the other half are members of the community in business or education, or representatives of community organizations. The policy council oversees the approval of all curricula,

budgets, and the hiring and firing of staff, among other responsibilities. In addition, the council oversees the "Friends of Head Start" fundraising account. The current president of the policy council is a Head Start parent.



Staffing and Professional Development

The program tries to hire people who are Latino or those who have significant experience with that culture. For example, the staff need to be sensitive to certain child rearing beliefs and practices. Workshops and staff trainings help sensitize staff and allow them to build their own skills in working with families. Both parents and staff travel to conferences and workshops where they make bilingual presentations about the programs and learn new skills to help them when they return to De Colores and Fruitvale.

Targeting the Latino Population

The Fruitvale community is primarily Latino, but has non-Latinos and non-Spanish-speaking participants as well. The Head Start program tries to be inclusive of all of the cultures it serves, making special efforts to make everyone feel welcome and that their cultures are valued.

The program makes every effort to reduce language and cultural barriers for participants. The curriculum used by both the De Colores and Fruitvale Head Starts is bilingual. Teachers incorporate both bilingual and multicultural topics into their classrooms. All paperwork is in both Spanish and English (also Vietnamese, Cantonese, and Mandarin). Most staff members and all administrators speak both Spanish and English. Classroom teachers speak a variety of languages.

Another issue that has come up, especially in serving the Latino population, is the way that authority figures are viewed. Program staff are often called "Maestra," or teacher, whether they are teachers or not. This can pose a problem, because in the Head Start philosophy, the parent is considered the child's first and best educator. Staff deal with this by constantly encouraging parents, valuing their input, and emphasizing what parents have to offer.

Different perspectives on discipline and childrearing are sometimes an issue between parents and staff. Staff have to be aware of these issues and need to incorporate that knowledge into how they work with families.

Another issue that has come up, especially in serving the Latino population, is the way that authority figures are viewed.

Program Services

Families spend a total of nine months in the Head Start program. During the course of the school year, the program helps families to meet goals they have set for themselves at the beginning of the year. The program also helps families to identify problems and to find tools that they can use to solve them. The program works with families in a wide variety of situations—referring people to community resources, such as ESL or GED classes, job training, and housing agencies.

There are several components to the Head Start programs, including social service, parent involvement, education, health (particularly mental health), special education, nutrition, and administration.

Center-based services

Services to younger children include the bilingual program that runs four days a week (there is no school on Mondays). Children participate in the play-based curriculum for three and a half hours each day. They may attend either the morning or afternoon session, and receive lunch and snacks in both sessions.

Parent support and education

A monthly parents' group is scheduled. It is basically a support meeting for the parents to come together and talk with one another. The program provides pandulce and refreshments. At the same time, parents are taught about their children's education, are encouraged to participate in the classroom, and are taught about child development and cognitive disciplines. Parenting classes are provided on site. Workshops are given by representatives of various community agencies and organizations who describe what they do as an agency, or educate parents about topics such as lead poisoning and family health needs.

Referrals

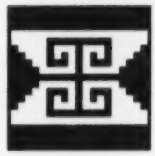
The De Colores and Fruitvale Head Starts make an effort to ensure that parents who have children enrolled in the programs are aware of community resources available to them. Additionally, the Head Start programs are involved in collaborative arrangements with many community agencies.

Recruitment and Outreach

Fruitvale Head Start has few problems with outreach, as evidenced by their long waiting list. They do post flyers in the community, wherever people frequent, such as churches, laundromats, and markets. They also tell other community agencies about the program. For families that have children with special needs, the program does more active recruitment by calling special outreach agencies working with special needs children. More commonly, families find out about the program through word of mouth.

The parents involved in the program do most of the outreach for program activities and events once families are enrolled in the program. According to the social services coordinator, the best strategy for recruitment is to develop relationships with families: "People see your face and get to know you and trust you. We'll say to parents, 'Oh, look, this workshop's coming up,' or 'What do you know, there's a workshop on just that topic!'" Staff also remind parents about meetings and workshops, and invite parents to come in and observe their children learning. Everyone does their part to try to get parents engaged in the program.

The staff try their best to involve hard-to-reach families, and try to find out if there are specific problems that the program can help solve, such as with transportation. Beyond that, the program just tries to make families feel comfortable and that the program is a safe place, and welcomes them without chasing or badgering them.



Parents' Roles

Head Start programs are marked by their strong commitment to parent involvement at every level, including decision making. At Fruitvale Head Start, the parent advisory group conducts parent surveys to find out what types of workshops parents would like. The program also looks at family service plans collectively to see if there are particular areas of need or concern that many families share. Heather Bridger explains: "If we see a need for information on housing or immigration, we can say, 'Well, this is something that is obviously a need for a lot of people. Let's get someone in to talk about it. Or, let's see some kind of broader way that we can address this problem since a large number of people in our parent population have identified that as a problem.'"

The policy committee is comprised of parents who elect people to go to the City of Oakland for the policy council. Approximately half of those on the policy council are parents of Head Start children, as is the current president.

As part of the application process, there is a sheet called the "parent participation questionnaire," which asks what hours they can participate, and what kind of things are they interested in. When talking with parents, staff look for parents' skills and invite them into the classroom so they can share their knowledge with the children.

Head Start programs are marked by their strong commitment to parent involvement at every level, including decision making.

Collaborative Arrangements with Other Agencies

For the past three or four years, Head Start has been involved in a project called the Fruitvale Community Collaborative, which is a collaboration between social service and community-based organizations in the area. Community residents work on projects together, look at community needs, and do block-to-block organizing. The project has tried to link community agencies with people in the community. The Head Start program is always trying to get new contacts and make new alliances to serve people.

The program also has a memorandum of understanding with Families Together, a project that teaches ESL and literacy in Spanish. Also, Casa Che, a group of community health educators from La Clinica de la Raza (the neighborhood health clinic), give workshops both in Spanish and in English at the school. The program also has several contracts with mental health agencies to provide mental health services for children and adults.

There are also many well-established informal collaborations with agencies such as the Child Health and Disabilities Prevention (CHDP) Program, and Mujeres con Esperanza (Women with Hope). The latter works with abused women and women who have problems with substance abuse. Head

Start staff are frequently in contact with the Family Violence Law Center, Centro Legal, and Sentinel Fair Housing, for problems with substandard housing or to deal with neglectful landlords. Traveler's Aide, a housing referral and rental assistance agency, has lists of apartments available in Oakland, phones on site, and case workers to help families find an apartment. Once the family has a housing contract, the organization will actually help families pay for their move. The Narcotics Education League, the parent organization of Mujeres con Esperanza, has a youth center called Centro de Juventud, which is the only youth center in the neighborhood.

Curriculum

The curriculum used in both the Fruitvale and De Colores Head Starts is play-based. The programs make every attempt to be inclusive of the many ethnic groups represented in the community. Curriculum materials are designed to embrace the multi-ethnic facets of the area. Rather than simply celebrating ethnic "days," they celebrate ethnic "lives."

Curriculum materials are designed to embrace the multi-ethnic facets of the area. Rather than simply celebrating ethnic "days," they celebrate ethnic "lives."

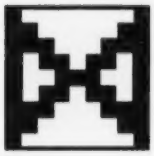
Evaluations

This year, social services staff have been training with Southwest Human Development on family-centered social services to improve their way of working. One outcome of this training, which will hopefully be in place by next year, will be an exit interview with families at the end of each year. Its purpose will be to examine the family needs assessment (completed at the beginning of the year) and discuss what the program and family did over the year to address the identified needs and goals. Together, they will discuss what happened, what worked, and what did not work. This exit interview is intended to put closure on the year by looking at the program's outcomes and process, and to compare the beginning and end of the year. This will allow the program to look at the services that were provided and at the results.

Challenges and Next Steps

The most recent challenge to California Head Start programs is the recent passage of Proposition 187 in California. In communities such as Fruitvale, which have a significant immigrant population, there is a high degree of fear, anxiety and mistrust as a result of this initiative. Agencies such as Head Start are in a difficult position. As a federally funded agency, they must remain neutral politically, but strive to meet participants' needs and concerns. Programs such as Head Start must address parents' fears about deportation and displacement through accurate information and constant education about the facts and the status of their current rights. Finally, Proposition 187 has created difficulties in maintaining positive collaborative relationships with other agencies.

Betances Family Resource Center
La Casa de Puerto Rico
Hartford, Connecticut



Contact: José Cruz, Administrator
Betances Family Resource Center
La Casa de Puerto Rico
42 Charter Oak Avenue
Hartford, Connecticut 06106
203/724-0333

Location: Hartford

Year Program Began: 1989

Number Served: Approximately 50 families in all; 20 in the Families in Training Program; 25 children in the Before and After School Program; 25 children in the preschool

Latino Population: 95% Puerto Rican; 85% Spanish–speaking

Primary Funding Source: City, State, and Federal government, United Way of the Capital Area, private foundations

Key Features:

- Parent education and home visits for infants and toddlers
- Low-cost/free day care for working parents
- Family resource center
- Before and after school program for school age children
- Preschool and full day programs for 3- to 5- year olds
- GED, basic education, and ESL classes
- Education and housing advocacy

Program Overview

The Betances Family Resource Center of La Casa de Puerto Rico operates out of the Dr. Ramon Emeterio Betances School in Hartford, Connecticut. It is one of 18 centers funded by the state, and is founded on the belief that healthy development and good education begin with access to quality child care and support services from birth. It is a system of child care and family support that takes advantage of the physical accessibility of the school. Its mission is to prevent an array of childhood and adolescent problems by strengthening effective family management practices and establishing a continuum of child care and support services that children and parents need.

Community and Participant Characteristics

Although Connecticut has the highest per capita income in the U.S., Hartford, its capital, is one of the nation's poorest cities. The city has few ESL classes, consumer prices are high, and wages for unskilled jobs are low. Fifty percent of Hartford's school children are Latino. There are 8,800 people in the two neighborhoods which the Family Resource Center primarily serves. Of these 58% are Spanish-speaking (97% of these are Puerto Rican). The school population is 480, 85% of whom are Spanish-speakers, and 95% of whom are Puerto Rican. Other groups in the community include African–Americans and Asians.

There are 8,800 people in the two neighborhoods which the Family Resource Center primarily serves.

Key Events

State legislation was passed in 1988 allocating funding for the establishment and coordination of three demonstration Family Resource Centers. The Department of Human Services and the State Department of Education were charged with implementing this program.

Program Governance and Funding

The Family Resource Center operates under an umbrella agency called La Casa de Puerto Rico. It is a program modeled after the Schools of the 21st Century—it is not a school-run program, but exists within the school. Funding for the program is provided through the State of Connecticut, the Federal Government, the United Way of the Capital Area, the Hartford Foundation for Public Giving, the Travelers Insurance Company, the City of Hartford, and the Hartford Board of Education. The sliding fee scales for child care services are provided by the State Department of Social Services.

Staffing

The Family Resource Center employs one full-time administrator, who has a master's in early childhood education, and a full-time parent educator with a master's in anthropology. Head teachers in the preschool child care unit have associate degrees. Assistant teachers are high school graduates. The Center encourages their staff to continue their education.

Staff Development

Those who work with the program undergo staff development through training workshops conducted by the program. In addition, staff are a part of in-service training programs and also make training visits to other area programs.

Targeting Services to the Latino Population

The Family Resource Center of La Casa de Puerto Rico is the only one in the state that is completely bilingual. Bilingual, multicultural staff help to ensure that the program is culturally attuned to the community, and also help to bridge cultural gaps for families who have recently migrated from Puerto Rico or immigrated from Mexico or other Latin American countries. The staff at the Family Resource Center deal with people in a very personal way, accommodating for their differences and helping people to use the system, which is particularly important for Latino families who are often unfamiliar with social service agencies in the U.S. and unable to communicate in English.

Discipline is an issue that concerns a majority of the families served by the Family Resource Center, many of whom have a low level of education and are unfamiliar with modern child rearing practices. Many do not understand why children behave the way they do and consequently discipline tends to be harsh. This manner of discipline may clash with mainstream U.S. culture, where it can be considered child abuse. This is discussed in parenting classes; parents are warned about the way the system works here. The staff teaches parents more effective discipline tactics, and about the different stages of child development. Knowing what to expect from children at different ages helps many of the parents understand and deal effectively with their children's behavior.

The Family Resource Center of La Casa de Puerto Rico is the only one in the state that is completely bilingual.

Parents of younger children are concerned about their children's health, and may not have access to health information in Spanish. They are also concerned with keeping their children entertained and occupied (e.g., toys), especially because many Latino parents do not want their children to go outside. Parents in the neighborhoods surrounding the Center worry about drugs, high crime, and gangs. Like most parents, Latino parents have high goals for their children, but they do not always have the knowledge or the skills to help their children succeed. The Family Resource Center tries to teach parents to take a more active interest in their students' education. However, the program is sensitive to issues of acculturation, understanding that it takes time for parents to develop confidence in unfamiliar settings and to overcome their discomfort within the school environment.

Program Services

Information and referral

Although the programs of The Family Resource Center concentrate mainly on child growth and development, the Center makes an effort to help families with whatever needs they may have. These needs might include housing, health services, or special education programs. Also, if parents have older children that cannot be accommodated in an early childhood education program, these parents are given helpful information and referrals.

Adult education

To assist adults in reaching their full potential by strengthening their understanding of the role of education, and to assist them in developing and reaching their educational goals, the program provides a comprehensive range of formal and informal education and parenting services. These include GED classes, ESL, life skills, and different parenting workshops. These are offered through a collaborative effort with other agencies in the area, particularly with the Hartford Board of Education.

Full-time preschool child care

Year-round care for children ages three to five is provided for parents who are either working or in school.

School-age child care

Year-round, before and after school care for children ages six to 12 is provided for parents who are either working or in school.

Parent education

Through the Families in Training Program, parents with children birth to three years of age learn parenting skills and information about child development. This is accomplished through personal monthly home visit training sessions. The objective is to give the children of these parents the best possible start in life. In addition, parents can become familiar with the school system before their children enter school. The Parents As Teachers curriculum is used to teach parents about the child's growth and development.

Parents must be either working or in school in order to use the day care services, and so they usually do not have much extra time to contribute to the program.

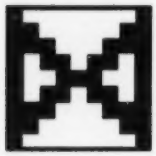
Recruitment and Outreach

Because there is a waiting list for services at the Family Resource Center, recruitment is not a major concern. They do some recruitment through Spanish-speaking radio, newspapers, word-of-mouth, and personal outreach (by part-time outreach worker), and through networking with other agencies. Many families are referred by the Birth to Three program, and by the local hospitals.

Parents' Roles

Parents must be either working or in school in order to use the day care services, and so they usually do not have much extra time to contribute to the program. Most of them simply want low-cost quality child care. They do participate in activities such as picnics, trips, and parent workshops. The Family Resource Center also collaborates with the Family Day Care Provider Program.

Collaborative Arrangements with Other Agencies



The Family Resource Center has formed strong collaboration efforts with other agencies, for example with Center City Churches organization, which has a tutorial program and a summer program. The Center is also part of the South End Collaborative, which meets periodically to discuss problems in the community. The Adult Education component operates in collaboration with the Hartford Board of Education.

Curriculum

The Families in Training program uses the Parents As Teachers curriculum (both English and Spanish versions, depending on the family) for home visits.

Evaluations

The Center is currently in the beginning stages of being evaluated with the help of RMC research. The completion date of this evaluation is as of yet unknown.

Challenges and Next Steps

Funding is the biggest challenge of the program. With more funding, the Center would hire more qualified teachers, expand child care services, strengthen the positive youth services programs, strengthen school programs to keep children engaged throughout the years, and offer more parenting classes. It is often a challenge to get Latinos to use their legislative power; agencies need to encourage parents to participate further in the political system. Collaboration efforts with other agencies need to be expanded and strengthened.

The Isabel S. Naranjo Migrant Child Development Center of The Foundation Center
Courtland, California

Contact:
Antonia Lopez
Director of Education & Staff Development
The Foundation Center for Phenomenological Research
1800 J Street
Sacramento, CA 95814
916/447-2087

Alicia Barajas, Director
Isabel S. Naranjo Migrant Child Development Center
180 Sequoia Avenue
Courtland, CA 95615

Locations: 24 child development centers in California

Year Program Began: 1980 (first three centers)

Number Served: 35 children at the Naranjo site
3,000 children in California

Latino Population: 100% Latino, working poor and migrant farmworkers who are predominantly Spanish-speaking

Primary Funding Source: California Department of Education (program is reimbursed $19/day per child)

Key Features:
- Free Montessori instruction for preschoolers in Spanish
- Free annual physical exams for all family members
- Nutrition and health education
- Montessori training in Spanish for migrant farmworkers interested in becoming accredited Montessori teachers
- Free breakfast and lunch for children

Program Overview

The Isabel S. Naranjo Migrant Child Development Center is a Montessori preschool program for working poor and migrant agricultural working families. The Center was developed to improve children's school readiness and long-term academic achievement. The program's philosophy is that children learn best within the context of their family and community. The Center

captures their philosophy in the following proverb: *If you are thinking a year ahead, sow a seed. If you are thinking ten years ahead, plant a tree. If you are thinking one hundred years ahead, educate the people.* The Center's goal is to provide the appropriate curriculum so that children will surpass the minimum educational requirements throughout their lives. The Montessori curriculum and the training of community members to become certified Montessori teachers have become the two characteristics of the Foundation Center that distinguish this program for its success and for its continued investments in migrant communities. The Naranjo Center follows the 11 principles established by the Foundation Center.

Community and Participant Characteristics

Courtland is located in the Sacramento Delta region, a predominantly Latino and Anglo community. The City functions mainly around the agribusiness industry. The area has a small group of permanent residents but, when certain crops are in season, the population escalates with migrant workers seeking temporary work. Typically, the agriculture jobs held by migrant workers are low-payingand provide no health insurance. Courtland has some basic services (e.g., family-owned grocery stores, small schools and public libraries, and a few restaurants), but there are few social services available in town. Residents must travel to Stockton or Sacramento to obtain many services and products.

Most families at the Naranjo Center are migrant farmworkers who move throughout the state.

Most families at the Naranjo Center are migrant farmworkers who move throughout the state. The majority are immigrant and native-Californian Mexicans whose primary language is Spanish. Living conditions for families vary—some live in temporary housing facilities provided by the farm owners, in outside temporary tent villages, in private rental facilities or, more rarely, in their own homes. Many families live in overcrowded living environments and in substandard housing facilities.

The Latino families working in agricultural and rural areas are generally underserved. Service gaps range from a lack of adequate housing to the lack of English as a Second Language courses. As families are usually not offered health insurance through their employers, they need affordable medical and health care. Other gaps are the need for financial assistance, child-care facilities, and services that work toward family stability.

Foundation Center Principles

1. Accept as incontrovertible the premise that the child, as a member of her family and as a member of her community, cannot be "educated" in isolation or in a vacuum; that the goals of the child's family and, by extension, her community, must be enhanced and enriched as a result of the child's experience in the preschool or day care setting.

2. Accept as fundamental the need to define success for the child from the parents' perspective and from their value base.

3. Appreciate that adults learn as much, if not more, from contact (observations, perception, and how they are treated) as from "formal" training/ teaching/ learning experiences.

4. Ensure that "language" is not an issue. If it is axiomatic that the child learns best in his home language, then, by extension, the parent is best involved and informed when communications are in her own "home" or dominant anguage.

5. Accept the fundamental necessity that the majority of the staff who work with the child and her family (teachers, center director, cook, health care providers) be members of or "native" to the child's community.

6. Parent education should begin with health issues. For parents, their child's health is more important than schooling and education or, at least, comes first. The child's health conditions (anemia, dental caries, low birth weight, and other chronic and untreated maladies) are often simply a mirror image of the family's overall health profile.

7. Parents respect and trust commitment to ideals and standards. The "anything goes", eclectic curriculum is often held suspect by parents. They can tell when you don't know what you are doing. For authentic relationships with parents, if the child development program purports to be an educational one, it must adopt a curriculum that is philosophically consistent with its goals for the community.

8. The expectations for the parents' involvement and participation should be as high as for the children. The attitude and enthusiasm of the staff establishes the boundaries of their participation.

9. Parents learn from observing their children interact and work with the activities in their environment.

10. Celebrations cement relationships and make real our successes; they are ways to chronicle or record our history together.

11. Maximize cultural courtesies that demonstrate respect of all members of the child's family and community.

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Program Governance and Funding

The Isabel S. Naranjo Migrant Child Development Center is sponsored by the Foundation Center, a nonprofit organization funded by the Child Development Division and the California State Department of Education. The Foundation Center administers 24 child development programs in California, and runs out of a central office in Sacramento, California. All centers administered by the Foundation Center use the Montessori Method of Education. The sites are located in rural and urban settings and target populations where a large number of working poor Latinos are located. Generally, the Foundation Center works to provide services to migrant agricultural working families, but it also has locations in urban settings where bilingual education is needed.

The Foundation Center oversees all levels of program administration, providing the Montessori learning instruments, the curriculum, the funding, mission and vision, menu plans, and staff training. The sites work as satellite centers for the Foundation Center. Given its success, the Foundation Center is working to develop sites throughout the nation where there is a need for effective Spanish–speaking or bilingual child development programs. Currently, the Foundation Center is establishing programs in New York and is interested in exploring the possibility of replicating its programs in other states where there are large Latino populations.

Given its success, the Foundation Center is working to develop sites throughout the nation where there is a need for effective Spanish–speaking or bilingual child development programs.

Staffing and Professional Development

The Foundation Center hires staff who represent the community. Many staff members have worked in agriculture (e.g., picking fruit or working in packing factories) before becoming teachers. Hiring staff from the community facilitates educating and investing in the community. Staff at the Naranjo Center are trained by Montessori trainers hired by the Foundation Center. The Foundation Center closes down all sites for two weeks during the year so staff members can attend an intensive Montessori training seminar. Spanish-speaking Montessori teachers are recruited from the International Montessori Association, which usually teaches and trains in Latin American countries.

Targeting Services to the Latino Population

The Naranjo Center targets families who migrate throughout the state, most of whom are immigrant or native-Californian Mexicans whose primary language is Spanish.

Serving poor migrant families working in agriculture requires that the program accommodate families' economic, employment, and cultural needs. The Foundation Center stresses the importance of preserving the Spanish language and Mexican culture by incorporating them into daily practices at the Naranjo Center. Because families are primarily Spanish–speaking, the Center employs Spanish-speaking teachers and makes strong

attempts, and is quite successful, in training and hiring teachers who are from the community. In doing so, the Center is better able to teach children within the context of their families and community.

The Naranjo Center's objective is to build on the strengths of the family and community and, in this program, Spanish is viewed as a strength. The Center teaches in Spanish and uses Spanish children's books. There are several reasons for this approach. Doing so helps children retain bonds with their parents (something that is often lost when children are forced to use English at a young age); it creates a bond between the teachers and parents; and it builds children's confidence and competence by increasing their language mastery and literacy in Spanish. The assumption is that mastering their native language first will greatly facilitate learning English when children enter school. This practice sends the message that the family's language is appropriate and most suitable for their children; a strong contrast to the messages that are sent by most other learning institutions.

The Naranjo Center's objective is to build on the strengths of the family and community and, in this program, Spanish is viewed as a strength.

The Naranjo Center also incorporates culture at many levels. First, Mexican music is played throughout the day while children do their work. The Montessori work includes culturally specific tasks that center on Mexican culture, such as learning to make tortillas; grace and courtesies of the Mexican culture; and arts and crafts. The Naranjo Center is also decorated with Latino art, pictures of Latin American countries, and wall maps that designate where children come from.

Program Services

Child development program

The Naranjo Center's principal service is to provide the Montessori child development program for children in Courtland. The Center serves 35 children who range in age from 3 months to 6 years old. Children are divided into three different sections to accommodate the differences in age. The Naranjo Center opens and closes according to the work schedules of parents' employers, which fluctuate according to the demands of crops specific to the area. In general, employment patterns are seasonal and dependent on good weather. During certain crops and the summer months, the Center is open from 4:30 a.m. to 6:00 p.m.

Housing

The Foundation Center operates two temporary housing facilities for Latino migrant workers in Courtland. This service is a direct response to the lack of adequate housing for these families.

Health and other services

Given the many factors that influence a child's development, the Center has often had to work outside of its main service. The Center provides free breakfast and lunch to children; all meals are organic and do not include red meat, sugar, or salt. The Center has worked to address these issues by providing free annual medical examinations for children and their families before the child enrolls at Naranjo. In addition, the Center has co-spon-

sored, with the children's parents, "Parent and Family Health Fairs" that have worked to detect illnesses and health issues that are rampant in these communities (e.g., anemia, malnutrition, and stress). The Foundation Center also participates in local clothes and food drives for the community.

Recruitment and Outreach

The Naranjo Center operates on a first-come, first-served basis. Unfortunately, the program fills up before the beginning of the year. The director notes that mothers approach her at centers, holding their babies and ask her "Please, just one more." The Center generates a waiting list for children who cannot attend, which demonstrates the need for the program and the fact that recruitment of participants is unnecessary. The Naranjo Center reaches people by word-of-mouth and by families returning to obtain services.

Parents' Roles

Because the Naranjo Center parents are typically migrant farmworkers, their participation is limited by their work. However, the Naranjo Center staff is in the practice of talking briefly with each parent in the morning and evening in order to develop a relationship with the parents and to gain their trust. Often, parents enter for a brief moment before going to work and are presented with a quick report of what their children will be doing today or what they learned the day before. In the evening, parents enter to pick-up their children and are given a quick synthesis of how their children handled lessons and activities. This approach keeps parents up-to-date on their children's performance, progress, and activities at the Naranjo Center site.

Given the parents' limited time, the Foundation Center has modified the Montessori program schedule so children do academic work in the morning and in the later afternoon hours. In this way, parents can observe their children learning after dropping them off and before picking them up. Parents are invited in at both times in hopes that they will at least briefly interact with their children and the Montessori work before leaving the site.

Curriculum

After reviewing various curricular models, the Montessori Method of Education was adopted as the Foundation Center's method of teaching and curriculum. The Foundation Center had to train its own teachers to become certified by the American Montessori Society because there were no Spanish–speaking Montessori teachers that could immediately teach children from working poor and migrant agricultural families.

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Challenges and Next Steps

Given the recent passage of Proposition 187 in California, the Foundation Center strives to provide services to documented immigrant Mexicans in a social environment that has overwhelmingly supported cuts in social services to noncitizen groups. This poses certain challenges for the Naranjo Center and the Foundation Center: they now must work under budget cuts and higher levels of overt discrimination. Families live in fear of deportation and harassment, which makes it very difficult to gain the families' trust and get them to become more public. Although the Foundation Center's policy is to serve only documented immigrants, the sentiment that this proposition creates has had a ripple effect in all Mexican communities—whether they are documented immigrants or native-born Americans.

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Project Early
Kansas City, Missouri

Contact Barbara Haar, Program Officer
The Ewing Marion Kauffman Foundation
4900 Oak
Kansas City, Missouri 64112-2776
816/932-1000

Locations: Westside neighborhood of Kansas City

Year Program Began: 1989

Number Served: 32 families in Project Early
120-150 families using the Family Focus Center

Latino Population: 100% of families served

Primary Funding Source: Ewing Marion Kauffman Foundation

Key Features:
- Monthly home visits
- Family Focus Center
- Collaboration with community agencies
- Referrals and support services
- Funding to assist families

One hallmark of the project is that it works with families to reach self-sufficiency as defined by the families themselves.

Program Overview

Project Early was founded on the belief that "a child's potential is shaped prenatally and during the early years of life, and that supports during those years will maximize a child's talents." It was initiated by the Ewing Marion Kauffman Foundation in 1989 to "promote and facilitate the development of children and their families to their full potential by assuring the existence of social supports that are effective, integrated, comprehensive, and community-based." To these ends, Project Early focuses on serving infants and their families through a series of partnerships in the community. One hallmark of the project is that it works with families to reach self-sufficiency as defined by the families themselves. An investment manager helps families to set their own goals and then advises on how to reach those goals. It is Project Early's hope that such efforts will improve children's chances for success in life; create stable, economically self-sufficient families; build stronger, more self-sufficient communities; and finally, help build a more family-focused social service system.

Community and Participant Characteristics

The Westside neighborhood of Kansas City, which Project Early serves, is often the first stop for many immigrants from Mexico, Puerto Rico, Central and South America. Approximately 50% of Project Early participants are new arrivals, and others are either from second or third generations. The majority of families speak Spanish at home, though some teen parents who are third generation may not speak any Spanish. Because it is a first stop, there is a higher incidence of poverty among Latinos in Westside. Most families are working poor and have little access to medical services and transportation. Most families are intact, with most parents being either married or in significant relationships. One surprising finding was that some families were homeowners, though some homes needed significant repairs.

Project Early has four master's level investment managers, who are professional staff who work closely with families.

Key Events

1989	Ewing Marion Kauffman Foundation began planning for Project Early; Project Early staff facilitated over 185 meetings with community leaders and social service providers to get a grass roots "feel" for how they wanted to approach the challenges presented
1990	As part of the planning process, the Ewing Marion Kauffman Foundation convened five "expert panels" comprised of people living and working in the Kansas City area to identify problems and barriers to family self-sufficiency and to craft solutions and interventions
1990	University of Kansas' Social Welfare Department did an ethnographic study to elicit information about community residents' concerns and interests
1990	Westside of Kansas City was selected as the pilot area for Project Early
1994	Kauffman foundation moved from an operating foundation to a grant-making foundation
1994	Heart of America Family Services received a grant from Kauffman Foundation to operate Project Early

Program Governance and Funding

In fiscal year 1995, the Kauffman Foundation moved from being an operating foundation to a grant making foundation. This changed the governance structure of Project Early. Currently, the program is owned and operated by Heart of America Family Services (HAFS), a private family service agency that is dedicated to strengthening families. HAFS receives a grant from the Kauffman Foundation to implement Project Early. Barbara Haar, program officer at Kauffman, oversees the grant.

Staffing and Professional Development

Project Early has four master's level investment managers, who are professional staff who work closely with families. Three of the four investment managers are bilingual, with one from Peru and two having parents who immigrated to the U.S. The composition of staff has changed over the years to reflect the shift in demographics that has taken place in the neighborhood Project Early serves. (Originally, the program planned to serve equal numbers of African American and Latino families. But, when a major housing complex closed, much of the community's African American population moved from the area.) In addition, there has been a great deal of staff education around cultural differences, including those within the Latino population itself. As a result of this training, HAFS has taken on a yearly diversity conference in Kansas City, which is attended by nonprofit agencies, corporations, and others.

Targeting Services to the Latino Population

According to the program officer, Project Early has been successful in establishing its reputation within the community. At first, families were somewhat wary and "would do a lot of thinking" before they agreed to participate. The staff needed to assure clients that they are not an arm of the Immigration and Naturalization Service, that they are not in the reporting structure and that they could be trusted.

As mentioned earlier, through hiring bilingual and bicultural staff, Project Early has tailored itself over the years to reflect the predominantly Latino community it serves. The Family Focus Center celebrates cultural traditions and holidays such as Dia de los Muertos and Cinco de Mayo, participating in events such as the Cinco de Mayo parade. There are also some classes offered on Mexican heritage, because "even though [parents] want their children to be doing well in the majority culture, they want to maintain that connection as well." In addition, the program modified its assessment forms to ensure cultural appropriateness through eliciting feedback from national experts and its own clients.

English as a Second Language became a much greater focus for the program because, although planners knew that ESL would be needed, there turned out to be a very large number of people who wanted to learn English. As a result, the Guadalupe Center offers ESL as well as GED classes at the Family Focus Center.

Arrangements with other community agencies also assure that Project Early meets the range of needs families have. A contract with the Mattie Rhodes Counseling and Arts Center, a professional social work agency, provides mental health services for both Spanish- and English-speaking clients. A nutrition program, Nutrinet, offers nutrition classes that are based on culturally relevant foods and helps families learn how to cook more healthfully and more economically.

Program Services

Home visits

Investment managers do a home visit with families, and administer an assessment of the family's situation (the instrument was based on Carl Dunst's work, but is modified for Project Early families). Using this form, the family and the investment manager identify family strengths (such as sources of formal and informal support) and challenges, and then develop a work plan together to meet the family's goals. Home visits take place on a monthly basis. A parent educator also does home visits, which are based on Missouri's Parents as Teachers model (see curriculum section).

Nutrinet, a nutrition program in Kansas City, provides nutrition classes that help families learn about healthy, economical meal planning based on culturally relevant foods.

Family Focus Center

The Family Focus Center, located in an old school building in the Westside, is open evenings, weekends, and during the week depending on when participants can attend. The Center is operated by Heart of America Family Services and is open to all in the community as well as Project Early Families. The Family Focus Center has a number of short-term arrangements with community agencies so they can provide services at the Family Focus Center site. For example, the Mattie Rhodes Counseling and Arts Center utilizes the Center for a lot of their support groups. This enables families participating in the groups to benefit from the child care services that are also available in the building. Nutrinet provides nutrition classes at the Center, and the Cabot Westside Clinic offers prenatal delivery and early infant care classes. Finally, a Parents as Teachers parent educator provides parenting classes and discussion groups at the Center on a weekly basis. These arrangements are handled by the Family Focus Center director and the parent advisory board.

ESL and GED classes

ESL and GED classes are offered by the Guadalupe Center at the Family Focus Center.

Community-based social services

Through an agreement with Guadalupe Center, Inc., a community staffed social services center, families have access to a food pantry, child care services, and adult education services. This partnership enables families who are working or getting training to have child care.

Mental health services

Through an agreement with the Mattie Rhodes Counseling and Arts Center, Project Early provides mental health services for both English- and Spanish-speaking families.

Nutrition education

Nutrinet, a nutrition program in Kansas City, provides nutrition classes that help families learn about healthy, economical meal planning based on culturally relevant foods.

Housing services and loans

Through a grant to the Westside Housing Organization (WHO), a community development corporation, Project Early families have access to funds that allow them to make home repairs. Home repair emerged as a very important need since a large portion of families were homeowners. In addition, two families were able to secure loans for new low-cost homes from this fund through a partnership between Project Early and WHO.

Reimbursement of medical expenses.

For families who are not eligible for Medicaid, Heart of America Family Services reimburses Cabot Westside Clinic for the expenses Project Early families incur from pregnancy and delivery.

Emergency assistance fund

Through a grant to HAFS, Project Early families may receive emergency financial assistance for rent, food, or other needs that cannot be met in other ways.

Recruitment and Outreach

As of January 1995, Project Early no longer enrolls new families, but will continue to serve those enrolled until their children reach kindergarten, in the fall of the year 2000. The Cabot Westside Clinic, the major source of medical services for many families living in the area, was the sole referral source for Project Early. Eligibility requirements for program participation included: mothers who were in their first trimester of pregnancy, those living in the Westside area of Kansas City, agreement to do a drug screen, and agreement to work with the investment manager to develop a family plan to meet their goals and challenges. If the woman and her spouse or significant other met these criteria and agreed to participate, they were enrolled in the project, and the home visit with the investment manager ensued.

Parents' Roles

The community advisory board is comprised of between 10 and 12 Project Early parents. The advisory board makes decisions about what classes are offered at the center, when the center will be open, and so forth. Future plans are to include service providers and community members (who are not involved with Project Early) on the advisory board as well.

Collaborative Arrangements with Other Agencies

Project Early has a variety of formal and informal arrangements with community-based organizations, since one of its main goals is to facilitate cooperation between agencies and to reduce duplication of services. Heart of America Family Services has agreements with Guadalupe Center, Inc., a community agency that offers a variety of social services, and is staffed

by paraprofessional community members. Cabot Westside Clinic provides medical services for Project Early families, and the Mattie Rhodes Center provides mental health services.

Curriculum

Project Early developed its own parenting curriculum through using local early childhood consultants and a number of other curriculum models, including Avancé, Parents as Teachers, CEDEN, and High Scope. The curriculum starts at infancy and goes up to adolescence.

Evaluations

A process evaluation completed by the Kauffman Foundation indicated areas of success and challenge for Project Early. An evaluation department at the Kauffman Foundation has a tracking system that monitors goals that families have attained and the services they have received.

Challenges and Next Steps

When the last Project Early children enter kindergarten in the fall of the year 2000, Project Early will end. The Family Focus Center will continue to operate through Heart of America Family Services. The program officer mentions that, in its attempt to be culturally appropriate with Project Early, HAFS has come to recognize the importance of recognizing all cultures in the delivery of services, and in a sense this has become a cause of the agency. This is one of the legacies that Project Early hopes to leave in the community.

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HFRP has also published these helpful resources:

Raising Our Future: Families, Schools and Communities Joining Together Profiles 73 family support and education programs from around the country, offering analysis and useful recommendations.
(1995) 560 pp. $25.95 [ROF]

Building Villages to Raise Our Children Offers practical advice for establishing and managing a family support program. Six volumes: *From Programs to Service Systems, Collaboration, Funding and Resources, Evaluation, Community Outreach, Staffing.*
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